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AN
INTRODUCTION
TO THE
STUDY
OF
ENGLISH GRAMMAR,
FOR
BEGINNERS.

BY
T. R. VICKROY, A.M.

ST. LOUIS:
HENDRICKS & CHITTENDEN.

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AN

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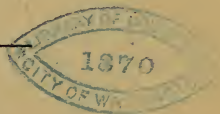
FOR

BEGINNERS.

BY

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Thomas
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T. R. VICKROY, A. M.,

AUTHOR OF "THE PRINCIPLES OF ENGLISH GRAMMAR," AND "A TREATISE ON
THE GRAMMAR OF THE ENGLISH LANGUAGE."



ST. LOUIS:

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PREFACE.

This work is intended for such schools as prefer an easier and less scientific work than the author's *Treatise on the Grammar of the English Language*. With some slight alterations and additions, this work contains the Suggestions for Teachers, the Introductory Exercises, the lists of the Principal Parts of Verbs, and the Paradigms of the Verbs, as found in the *Treatise*. The Exercises in Analysis and Parsing are on the same plan as the Introductory Exercises, and contain models of the analysis and parsing of nearly every variety of construction, with sentences carefully selected as exercises on principles fully illustrated before. The prominent features of False Syntax are presented in classified order.

The author has endeavored to present the subject in as concrete a form as possible. He has not given any general definitions, deeming it of more importance for children to learn the facts of grammar, than to spend their time in learning definitions which they cannot comprehend. The teacher should prepare the recitation, and in doing so he will be better prepared to teach the lesson, if he consults that part of the *Treatise* referred to by the §§.

In many schools, grammar is a dry and uninteresting study. It is not necessarily so. It may be made the most interesting of all studies. If the teacher will assign a page for a lesson, and insist on thorough and exact preparation, and will then adopt and carry out faithfully the plan suggested below, he will be astonished at the result.

The author has taken special pains to make the models and rules comprehensive, accurate and rhythmical, and hence the teacher should insist on the uniform and accurate use of the same. To attain the most satisfactory results, the concert and individual methods of recitation should be combined. For the information of those teachers who have no better method, the author suggests the following plan of recitation:

Let the teacher read a question, and, after a brief pause, call upon some pupil to answer. If the pupil interrogated fail to answer promptly and correctly, let him put the question to other members of the class until the correct answer is elicited. As soon as the answer is correctly given, the teacher should require the class to repeat it in concert. After the questions have all been asked, and have been answered individually and in concert, they should be asked again by the teacher, and the answers should be repeated by the class. This will prevent inattention, and will impress the lesson on the memory. By these repetitions, pupils become familiar with the subject, and when they have become familiar with it, it becomes easy and clear. The same plan should be pursued with the analysis of sentences and the parsing of words.

The educational advantage of concert recitation is great. By requiring pupils to speak in a moderate tone, uttering the words distinctly and simultaneously, the timid are encouraged, the forward are repressed, and the teacher has the satisfaction of having kept every member of the class employed. Thorough preparation and judicious explanations of difficult points, will prevent a merely mechanical answering.

With these prefatory remarks, the author submits this little book to the test of practical teachers.

LEBANON VALLEY COLLEGE,
Annville, Pa., Oct. 1, 1870.

SUGGESTIONS FOR TEACHERS.

Exercise I.

1. Make grammar a *general exercise*. Do not use books until the class becomes interested in the subject.

2. A class in any study should be considered an organized body, with the teacher as chairman. No member of the class should speak without permission. When a question is asked, each one that can answer it should raise his hand. The teacher should then direct some one to answer the question, and afterwards call upon the *class* to answer *in concert*.

3. The attention of each pupil should be secured before a recitation is commenced. Order and silence on the part of the teacher will secure this object. No teaching should be done while pupils are *looking into books, tugging at one another, writing, whispering, &c.* Pupils should have slates and pencils.

4. Arrange upon your desk several objects, as a *piece of crayon, a book, a ball, a bell, &c.*, and commence and carry on a dialogue similar to the following:

TEACHER (*holding up a book*). What is this?

JAMES. A book.

TEACHER. Write "*book*" on your slates.

(*A pause.*) Have all written it?

(*Hands up.*) Where is the book, *class*?

PUPILS (*answering variously*). In your hand. On my slate.

TEACHER (*repeating*). *Where is the book?*

MARY. In your hand.

TEACHER. If the book is in my hand, what have you written on your slates?

JOHN. The word *book*.

TEACHER. Tell me the difference between what I hold in my hand and what you have written on your slates, *class*.

PUPILS. You hold in your hand the book *itself*; its *name* is written on our slates.

5. A similar course should be pursued with several objects. The teacher should request some one to write the names in order upon the board, beginning each word with a capital and putting a period after it. Thus:

Names.	{	Crayon.
		Box.
		Bell.
		Ball.

6. The pupils should now name the objects in the room.

7. Require each pupil to make a list of the names of the objects he sees on his way to and from school. This is preparatory to the next exercise.

Exercise II.

1. The teacher should call his roll and note the number of names each pupil has written. This will stimulate them and make them more observing.

2. The teacher, writing with the crayon, should inquire what the crayon does? Many will say that it *writes*. Explain that you yourself *write*, but that the crayon *marks*. So with each of the other objects. The bell does not *ring*; it *sounds*. The box does not *set*; it *stands*. The teacher *throws* the ball; it *bounds*.

3. Make two columns, one for names and another for actions. Thus:

<i>Names.</i>	<i>Actions.</i>
Crayon	marks.
Box	stands.
Bell	sounds.
Ball	bounds.

4. Perform a number of acts, such as *writing, reading, walking, &c.* and request the class to tell what you do in each case.

5. Require the class to write the names of at least twenty objects, with appropriate actions, as a preparation for the next exercise.

Exercise III.

1. Call your roll and note the extent of each pupil's preparation.

2. Write a name and an action on the board, and explain the nature of a proposition. State that a proposition contains a name and one or more words, which say something of the object represented by that name. The *name* is called *subject*, the word or words which say something about the object, the *predicate*.

3. The class should analyze several sentences written on the board, using a formula like this: *Chalk marks* is a proposition, of which *chalk* is the subject and *marks*, the predicate.

Exercise IV.

1. Take a piece of crayon and ask the class to name its *color*. They will say that it is *white*. By feeling the crayon they will perceive that it is *soft*, and by breaking it, that it is *brittle*.

Crayon is $\left\{ \begin{array}{l} \text{white.} \\ \text{soft.} \\ \text{brittle.} \end{array} \right.$

Other objects should be similarly treated.


2. Show the difference between a quality and the thing to which it belongs. The quality is in the object, and cannot be separated from it. The word crayon designates a certain object *as a whole*, without expressing any of its qualities. *White, soft, brittle, &c.,* are *names of qualities* which inhere in the crayon and are inseparable from it.

3. Three kinds of words have now been presented. 1. *Names of whole things (Nouns.)* 2. *Words which say something about these whole things (Verbs.)* 3. *Names of qualities belonging to whole things (Adjectives.)* The teacher should make these distinctions clear by suitable illustration.

4. Take the sentence, *Crayon is white*, and ask the class what words say something of crayon. They will say "*is white*." Then ask what is said of crayon, and they will tell you *white*. Then explain to them that the word or words representing what is said of the subject is called the *attribute*, and the word or words by which the assertion is made, the *copula*. Sentences like this should be analyzed according to the following formula: *Crayon is white* is a proposition of which *crayon* is the subject, and *is white*, the *predicate*, of which *is* is the copula and *white* the attribute.

5. The teacher should name five objects, and require the class to ascertain their qualities as a preparation for the next exercise.

Exercise V.

1. Examine each pupil's preparation and correct any mistakes he may have made. Write several sentences on the board, and ask some pupil to analyze them, allowing the class to correct mistakes. When a pupil has analyzed a sentence, and his mistakes, if any, have been corrected, the class should analyze the sentence in concert.  *Oral analysis cultivates correct expression, and concert recitation gives life and interest to the exercise.*

2. The nature and office of words expressing the external limitations of whole things, should now be presented. Take the words in §133 and show that they are joined to words taken in a **general** or **indefinite** sense, that is, that the word represents *any* or *all* of its class. So, too, with the words in §136. They are used to **particularize** objects, that is, to point out the *position*, *number*, *order*, &c., of objects.

Exercise VI.


1. Write sentences like the following on the board, and require pupils to tell to what class each word belongs:

Distributives.

A horse is a useful animal.
The weather is cold.
Each note was clear.
Every man hopes.
All men are mortal.

Definitives.

The man is sick.
That boy is intelligent.
Several deer were seen.
Few men are careful.
Three boys came.

 Drill on Distributives and Definitives until each member of the class can distinguish them readily.

2. Analyze the above sentences, using the formulas given in §159 and §163.

Exercise VII.

1. Certain words express *place, time, cause, manner, or degree*. These limit, not objects, but words which say something about objects, or, express some degree of *quality or modality*. Form sentences containing some of the words contained in §181. Require the class to point out the limiting words. Such words are called *Adverbs*.

2. Analyze sentences containing *adjectives, nouns, verbs* and *adverbs*.

3. Require the class to write ten sentences containing adverbs, as a preparation for the next exercise.

Exercise VIII.

1. Examine the sentences prepared by the class. Analyze several sentences. Let some pupil analyze a sentence. The class should correct mistakes and then analyze the same sentence *in concert*.

2. *Place, time, cause, or manner*, is expressed sometimes by a combination of words; as, The box stands *on the table*; The pen is *in my hand*; Jane sits *behind Mary*. The words *on, in* and *behind*, show *relations of things*, and *connect* the words representing the things so related.

3. Require sentences containing prepositions to be written as a preparation for the next exercise. Use the words in §'s 195 and 196.

Exercise IX.

Examine the sentences written. Teach the class how to analyze sentences containing prepositions. See §208.

Exercise X.

Take **Lesson II** and teach the class how to determine the different kinds of nouns. Each pupil has a name; as, *John, Mary, Samuel*. These words are proper nouns. The class consists of males and females, designated by the terms *boys* and *girls*. These words are names of things classed, and are called *common nouns*. The

teacher and pupils constitute a body called a *class*. Words designating bodies of living objects or groups of things are termed *collective* nouns. Some of the class are *obedient*; others, *diligent*, &c. We speak of the *obedience* or *diligence* of certain members of the class. These words are formed from *adjectives*, and are called *abstract* nouns. The teacher *instructs* and the pupils *recite*. These acts are spoken of as *instruction* and *recitation*, and such words are denominated *verbal* nouns. Thus pupils can be taught how to distinguish the species of nouns.

Exercise XI.


Use **Lesson III** to teach the properties of nouns. Employ sentences to illustrate *person*, *number*, *gender* and *case*. Teach the definitions contained in the Lesson. *Carelessness in defining is very objectionable*. Those who study grammar should be exact in the use of words.

Exercise XII.

The nature of the pronoun should now be developed. Let the teacher say, *He came*, and then ask, *Who came?* The class will not know who is meant, unless some person was previously spoken of, and the reference is obvious. A pronoun does **not** stand for a noun. The noun *represents* an object; *so does the pronoun*. **Pronouns are universal nouns**. An object is already present to the mind, and, to beautify language, pronouns, which represent such objects, are substituted for the names of objects thus present. This is their characteristic quality.

Exercise XIII.

The *grammatical forms* of nouns and pronouns should now be taught. Lessons IV, V, will furnish the necessary data. Present only the prominent features, omitting notes and remarks.

 A good rule for teaching anything is this: *Teach what is general* FIRST; AFTERWARDS *what is particular*.

INTRODUCTORY EXERCISES.

NOUNS. §§ 17-24.

WHAT is a noun?

A **Noun** is a word used to denote an object.

Give examples.

Tree, cow, horse, sled, pencil.

Mention the names of ten objects.

What are the principal kinds of nouns?

Proper nouns and **Common** nouns.

What is a proper noun?

A word which denotes a particular person or place.

Give examples.

John, Henry, Mary, Alice, William, Boston, Reading.

Mention the names of ten particular persons or places.

What is a Common noun?

A word which denotes any one or all of several similar objects.

Give examples.

Boy, desk, book, slate, man, paper, tree.

Mention ten words, each of which denotes any one of several similar objects.

Select the nouns from the following sentences, and tell their kind:—

1. Mary has a new book.
2. John is a diligent student.
3. The teacher wrote a letter.
4. The boys have chairs and desks.
5. The pupils should have slates and pencils.
6. Girls love ropes and dolls.

Model.—*John is a good boy.*

The word *John* is a noun, because it denotes an object; it is a Proper noun, because it denotes a particular person.

The word *boy* is a noun, because it denotes an object; it is a Common noun, because it may denote any one of several similar objects.

NOTE TO THE TEACHER.—Assign the class some page in their Reader, and require them to select the nouns, and tell whether they are Proper or Common. Continue a similar exercise with each subsequent Lesson.

KINDS OF NOUNS. §§ 21-24.

What other kinds of Nouns are there?

Collective nouns, **Material** nouns, **Abstract** nouns and **Verbal** nouns.

What is a *Collective* noun?

A **Collective** noun is a word denoting a body of living objects or a group of things.

Give examples.

Army, class, congress, swarm, crowd, tribe, the Alps.

Mention the names of several bodies or groups.

What is a *Material* noun?

A **Material** noun is a word which denotes any kind of matter considered in the gross and without reference to definite limits.

Give examples.

Brick, clay, water, wood, stone, iron, coal, glass.

Mention the names of several materials.

What is an *Abstract* noun?

An **Abstract** noun is a word which designates some quality or condition.

Give examples.

Goodness, liberality, manliness, integrity.

Mention the names of ten qualities.

What is a *Verbal* noun?

A **Verbal** noun is a word denoting the result of an act or state.

Give examples.

Deed, growth, flight, bloom, mission, procession.

Mention the names of ten results of actions.

Select the nouns from the following sentences and tell their kind:—

1. The cavalry were routed.
2. Water is abundant.
3. Truth is a bright jewel.
4. The defeat of the enemy is certain.
5. Gold and silver have I none.
6. Patriotism is a lofty duty.

GENDER. § 57.

Some objects are males, some are females, and others are without sex.

On what does the gender of a noun depend?

On the sex of the object or objects which it represents.

How many genders are there?

Three; the Masculine, the Feminine and the Neuter.

What nouns are of the masculine gender?

The names of objects of the male sex.

Give some examples of masculine nouns.

Boy, man, king, lion, buck, father.

Mention ten male objects.

What nouns are of the feminine gender?

The names of objects of the female sex.

Give some examples of feminine nouns.

Girl, woman, queen, lioness, doe, mother.

Mention ten female objects.

What nouns are of the neuter gender?

The names of objects without sex.

Give some examples of neuter nouns.

Chair, desk, book, pencil, black-board, bell.

Mention ten objects without sex.


Select the nouns from the following sentences, and tell their kind and gender:—

1. The boy gave his sister an apple.
2. James visited his uncle and aunt.
3. My father bought your nephew's store.
4. My mother's father was a duke.
5. The poet Cowper was a bachelor.
6. The Emperor and Empress took a drive.

Model.—*John visited his niece.*

The word *John* is a proper noun, because it denotes a particular person; it is of the masculine gender, because it denotes an object of the male sex.

The word *niece* is a common noun of the feminine gender, because it may denote any one of certain female relatives.

 Write lists of the masculine, the feminine and the neuter nouns in the passage assigned.

FORMATION OF GENDER. § 58.

How can you tell the gender of a noun?

Sometimes by its meaning and sometimes by its form.

What is the first method of expressing gender?

By denoting the male by one word, and the corresponding female by another.

Give examples.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor	maid.	Drake	duck.	Sir	madam.
Beau	belle.	Gander	goose.	Swain	nymph.
Boy	girl.	Indian	squaw.	Uncle	aunt.
Bridegroom	bride.	Lord	lady.	Wizard	witch.
Colt	filly.	Nephew	niece.	Youth	maiden.

What is the second method of expressing gender?

By suffixing *ess* or *ine* to the masculine form, or changing its final syllable into *ess*, *ress*, *tress* or *trix*.

Give examples.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Abbot	abbess.	Emperor	empress.	Poet	poetess.
Actor	actress.	Executor	executrix.	Prince	princess.
Author	authoress.	Hero	heroine.	Tailor	tailoress.
Count	countess.	Jew	Jewess.	Tutor	tutress.
Doctor	doctress.	Lion	lioness.	Waiter	waitress.

What is the third method of expressing gender?

By affixing a distinguishing word.

Give examples.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Grand-father	grand-mother.	Male-child	female-child.
He-goat	she-goat.	Mer-man	mer-maid.
Man-servant	maid-servant.	Buck-rabbit	doe-rabbit.

Give the masculine noun corresponding to each of the following feminine nouns:—

Bride, lady, belle, goose, squaw, nymph, witch, heroine, Jewess, niece, lioness, *she-goat*, *doe-rabbit*.

Give the feminine form of each of the following masculine nouns:—

Colt, youth, emperor, count, abbot, author, tutor, poet, executor, *man-servant*, *grand-father*.

Select the nouns from the following sentences, and tell their kind and gender:—

1. The prince and princess are now king and queen.
2. The landlady was very polite to the gentlemen.
3. His sister Julia was a duchess.
4. His brother was executor, and his sister administratrix.
5. The bride was beautiful, but oh! the bridegroom!
6. Ye swains whose nymphs in every grace excel.

NUMBER. §§ 31-34. §§ 49-55.

What does number show?

Number shows how many objects a noun denotes.

How many numbers are there?

Two; the Singular and the Plural.

When is a noun of the singular number?

When it denotes but one object.

When is a noun of the plural number?

When it denotes more than one object.

How can you tell the number of a noun?

Generally by its form.

Mention the seven nouns of which the plural is formed by changing the vowel of the singular.

<i>Sing.</i>	Foot,	goose,	tooth,	louse,	mouse,	man,	woman.
<i>Plur.</i>	Feet,	geese,	teeth,	lice,	mice,	men,	women.

Mention the four nouns which add *n* in the plural.

<i>Sing.</i>	Child,	ox,	brother,	cow.
<i>Plur.</i>	Children,	oxen,	brethren,	kine.

Mention the sixteen nouns which change *f*, *fe* or *ff* into *ves* for the plural.

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
Beef	beeves.	Life	lives.	wife	wives.
Calf	calves.	Loaf	loaves.	wolf	wolves.
Elf	elves.	Self	selves.	wharf	{ wharves.
Half	halves.	Sheaf	sheaves.		{ wharfs.
Knife	knives.	Shelf	shelves.	staff	{ staves.
Leaf	leaves.	Thief	thieves.		{ staffs.

Give the plural form of the following nouns:—

Calf, ox, leaf, foot, life, leaf, tooth, cow, mouse, brother, wolf, loaf, knife, beef and sheaf.

Tell the number and gender of the following nouns:—

Feet, goose, brethren, knives, self, thieves, mice, shelf, wolves, children, teeth and oxen.

Select the nouns from the following sentences, and tell their number and gender:—

1. Foxes prey upon geese and chickens.
2. The mice ran into their holes.
3. The children were frightened at the men.
4. Nothing but leaves for gathered sheaves.
5. Lives of great men all remind us

We can make our lives sublime.

FORMATION OF THE PLURAL. § 48.

How is the plural of nouns generally formed?

By suffixing *es*, 's or *s* to the singular.

To what nouns is the syllable *es* suffixed?

To nouns ending in *ge*, *ch* (soft), *sh*, *x*, *s*, *z*, *ce*, *se* and *ss*.

Give examples.

Judge, JUDGES; *church*, CHURCHES; *brush*, BRUSHES; *box*, BOXES; *gas*, GASES; *science*, SCIENCES; *license*, LICENSES; *hiss*, HISSES; *topaz*, TOPAZES.

To what other nouns is *es* suffixed?

To nouns ending in *y* preceded by a consonant, the *y* being changed into *i*.

Give examples.

Geography, GEOGRAPHIES; *lady*, LADIES; *fly*, FLIES.

To what other nouns is *es* suffixed?

Generally to nouns ending in *i*, *o* or *u*, preceded by a consonant.

Give examples.

Rabbi, RABBIES; *hero*, HEROES; *gnu*, GNUES.

To what is 's suffixed?

To *letters*, *figures*, *marks*, *signs*, &c.

Give examples.

A, two A's; *5*, three 5's; *+*, +'s (plusses); *.,.* 's.

To what nouns is *s* suffixed?

Generally to nouns not ending in an s-sound.

Give examples.

Boy, BOYS; *slate*, SLATES; *book*, BOOKS; *joy*, JOYS; *money*, MONEYS.

Form the plural of the following nouns:—

Bench, table, brush, chair, pen, tax, blush, toy, house, tree, clue, alkali, negro, story, topaz.

Select the nouns from the following sentences, and tell their gender and number:—

1. Judges grant licenses.
2. Ladies should study the sciences.
3. The boxes were conveyed to the church.
4. The flies annoy the horses.
5. Geography is a useful study.
6. Dot your i's and stroke your t's.

PERSON AND CASE. §§ 26-30. §§ 40-44.

What properties of nouns have you learned?

Gender and Number.

What other properties belong to nouns?

Two; Person and Case.

Upon what does Person depend?

Upon the relation of an object to the speaker.

How many grammatical Persons are there?

Three; the First, the Second, and the Third.

When is a noun or pronoun of the First Person?

When it represents a person as speaking.

When is a noun or pronoun of the Second Person?

When it represents an object as spoken to.

When is a noun or pronoun of the Third Person?

When it represents an object as spoken of.

Upon what does Case depend?

Upon the relation of one word to another.

What is Case?

The form of a word corresponding to its use.

How many cases are there?

Three; the Nominative, the Possessive, and the Objective.

What class of words exhibit Person and Case?

Words called Personal Pronouns.

What do Personal Pronouns show?

Whether the object represented is the person speaking, the object addressed, or the object spoken of.

Repeat the following pronouns:—

	First Person.		Second Person.	
	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative.</i>	I	we.	thou	you or ye
<i>Possessive.</i>	My	our.	thy	your.
<i>Objective.</i>	Me	us.	thee	you.

REMARK—You is used in both numbers.

Third Person.

	<i>Singular.</i>			<i>Plural.</i>
	MASCULINE.	FEMININE.	NEUTER.	ANY GENDER.
<i>Nominative.</i>	He	she	it	they.
<i>Possessive.</i>	His	her	its	their.
<i>Objective.</i>	Him	her	it	them.

Select the pronouns from the following sentences, and tell their gender, number, person and case:—

1. I lost my hat.
2. He told me a story about his uncle.
3. We saw them in your father's orchard.
4. Our soldiers defeated their country's enemies.
5. He sold his kite for a penny.
6. She showed us her fan.

FORMATION OF THE POSSESSIVE CASE. § 59.

How can you tell the case of a noun?

The nominative and objective, by their use, and the possessive by its form.

How is the possessive case of nouns formed?

By suffixing an apostrophe (') or 's to the nominative.

To what nouns is an apostrophe (') suffixed?

To common nouns ending in **s**, **se** or **ce**.

Give examples.

For *conscience*' sake; *eagles*' wings; *ladies*' gloves; *boys*' sports; for *goodness*' sake.

To what nouns is 's suffixed?

To common nouns not ending in **s**, **se** or **ce**.

Give examples.

Man's life; *men*'s shoes; *children*'s clothes; *my father*'s house; *his brother*'s book.

How are proper nouns pluralized?

Generally by suffixing 's.

Give examples.

John's book; *Prentice*'s poems; *Willis*'s writings; *Davis*'s Astronomy.

What proper nouns form the Possessive by suffixing an apostrophe (')?

Proper Nouns ending in the sound of **ers**, **eez** and **ez**.

Give examples.

Archimedes' screw; *Moses*' anger; *Ayrs*' Pills.

Write Paradigms of the following nouns:—

Army, bench, book, brush, chair, fox, goose, grass, judge, man, sense, swan, tooth and wife.

Model.*Singular.**Plural.*

<i>Nominative.</i>	<i>Possessive.</i>	<i>Objective.</i>	<i>Nominative.</i>	<i>Possessive.</i>	<i>Objective.</i>
Fly	fly's	fly.	Flies	flies'	flies.
Child	child's	child.	Children	children's	children.

Select the nouns and pronouns from the following sentences, and tell their person, number, gender and case:—

1. My brother bought your store.
2. The farmer's horse ran away.
3. The trees have lost their foliage.
4. John, study your lesson.
5. The men conquered their foes.
6. We read Tennyson's poems.

USES AND KINDS OF VERBS. §§ 170-172. § 215. §§ 80-83.

What is a Verb?

A Verb is a word which asserts.

Give examples.

John *walks, stands, lies, or sits.*

How many uses have verbs?

Two; a Causative use and an Immediate use.

When is the use of a verb Causative?

When the object denoted by its subject causes an action or state in some other object.

Give examples.

John *teaches* Henry; James *rings* the bell.

When is the use of a verb Immediate?

When the action or state which it expresses belongs to the object denoted by its subject.

Give examples.

Henry *learns*; The bell *rings*; The sun *rises*.

Mention some verbs whose use is Causative.

Set, lay, raise, fell, teach.

Mention some verbs whose use is Immediate.

Sit, lie, rise, fall, learn.

How many kinds of verbs are there?

Three; **Transitive, Copulative and Intransitive.**

What is a Transitive Verb?

A Transitive verb asserts an act which affects or causes the object denoted by its complement.

Give examples.

John *struck* Charles; He *saw* a ship; Birds *build* nests.

What is a Copulative Verb?

A Verb which simply asserts.

Give examples.

Belle *is* a student; Henry *was* angry; John *has been* good.

What is an Intransitive Verb?

An Intransitive Verb asserts that the object denoted by its subject is in a certain state or condition.

Give examples.

Jane *sleeps*; Mary *runs*; Sarah *weeps*.

Select the verbs from the following sentences, and tell their use and kind:—

1. The stars shine until the sun rises.
2. He bought the book which you gave me.
3. John studies Geography and reads German.
4. A thing of beauty is a joy forever.
5. After James resigned, John became secretary.
6. The conscious water saw its God and blushed.

VOICE. §§ 88-91.

What properties of the Verb depend upon relation?

Three; **Voice, Mode and Tense.**

How many Voices are there?

Two; the Active and the Passive.

When is a Verb in the Active Voice?

When the action which it expresses proceeds from the object denoted by its subject.

Give examples.

John *loves* Mary; Jane *writes* a letter.

When is a Verb in the Passive Voice?

When the action which it expresses terminates on the object denoted by its subject.

Give examples.

Mary *is loved* by John; The letter *is written*.

To what verbs does Voice belong?

To Transitive verbs.

When is the Passive voice used?

When we wish to speak of an act without telling by whom it is done.

How can you change the sentence *John loves Mary*, to the Passive?

By making Mary the subject and changing the form of the verb. Thus: *Mary is loved* by John.

What is the Passive form of *John wrote a letter*?

A letter was written by John.

What is the Passive form of *John has written a letter*?

A letter is written by John.

What is the Passive form of *John writes a letter*?

A letter is being written by John.

Select the verbs from the following sentences, tell their use, kind and voice, and change them from active to passive, and from passive to active:—

- | | |
|------------------------------|---------------------------|
| 1. Boys eat apples. | 11. He was expelled. |
| 2. The birds flew away. | 12. John tossed his ball. |
| 3. They saw him. | 13. I was insulted. |
| 4. He was seen. | 14. The boughs are bent. |
| 5. Jane knew her lesson. | 15. He hurt his foot. |
| 6. The boy was not known. | 16. He sold his horse. |
| 7. The sun has risen. | 17. I bought a slate. |
| 8. They wrote letters. | 18. He learns his lesson. |
| 9. The letters were written. | 19. John runs. |
| 10. He broke his arm. | 20. Mary sings. |

MODE. §§ 219-222.

What does Mode show?

Mode shows how a Verb asserts.

How many Modes are there?

Three; the **Indicative**, the **Subjunctive** and the **Imperative**.

When is a Verb in the Indicative Mode?

When it asserts a fact or an inquiry.

Give examples.

John *writes*; *Does* John *write*? Mary *sang*; *Did* Mary *sing*? Henry *sleeps*; *Did* Henry *sleep*?

When is a Verb in the Subjunctive Mode?

When it asserts something as existing only in thought.

Give examples.

John *can write*; Mary *may sing*; Jane will come, if it *do* not *rain*.

When is a Verb in the Imperative Mode?

When it asserts something as willed by the speaker.

Give examples.

Study your lesson; Thou *shalt* not *steal*; You *may go*; *Let* me *write*; Thy kingdom *come*.

How can you tell the Modes?

Partly by the meaning and partly by the form.

What is peculiar to the form of the Indicative Mode.

An *s* is suffixed to the root to form the third person singular of the present indicative.

What is peculiar to the conditional form of the Subjunctive Mode?

The root is used for all the persons of the present tense, and the plural of the preterite for all the persons of the past tense; as, *If she* BE; *If he* WERE.

What is peculiar to the form of the Imperative Mode?

The unmodified root is used in all the persons.

Select the verbs from the following sentences, and tell their use, kind, voice and mode:—

1. John wrote a letter.
2. James can climb a tree.
3. They may come to-morrow.
4. Jane talks and Mary studies.
5. Boys, listen to the teacher.
6. Let me die the death of the righteous.

TENSES. §§ 95-101.

What does Tense show?

Tense shows the time of the assertion.

How many Tenses are there?

Six; the Present, the Past, the Future; the Present-Perfect, the Past-Perfect and the Future-Perfect.

When is a Verb in the Present Tense?

When it asserts what is now taking place, or continues to exist.

When is a Verb in the Past Tense.

When it asserts what took place at some past time.

When is a Verb in the Future Tense?

When it asserts what will take place hereafter.

When is a Verb in the Present-Perfect Tense?

When it asserts something as completed in present time.

When is a Verb in the Past-Perfect Tense?

When it asserts something as completed before some specified past time.

When is a Verb in the Future-Perfect Tense?

When it asserts something as completed before some specified future time.

Give examples of the Present Tense.

He *sees*, he *is seeing*, he *is seen*, he *does see*; If he *see*, he *seeth*; he may *see*; *see*.

Give examples of the Past Tense.

He *saw*, he *was seeing*, he *was seen*, he *did see*, he *might see*.

Give examples of the Future Tense.

He *will see*, he *will be seeing*, he *will be seen*.

Give examples of the Present-Perfect Tense.

He *has seen*, he *has been seeing*, he *has been seen*, he *may have seen*.

Give examples of the Past-Perfect Tense.

He *had seen*, he *had been seeing*, he *had been seen*, he *might have been seen*.

Give examples of the Future-Perfect Tense.

He *will have seen*, he *will have been seeing*, he *will have been seen*.

Select the verbs from the following sentences, and tell their kind, voice, mode and tense:—

1. John came yesterday and will leave to-day.
2. The night is far spent; the day is at hand.
3. The bell had rung before we started.
4. I shall accompany you when you go to the city.
5. John has finished his composition.
6. He will have gone before you start.

INFINITIVES and PARTICIPLES. §§ 226-236.

What words are classed with the verb ?

Infinitives and Participles.

How many Infinitives are there ?

Two ; the Present and the Perfect.

Give examples of the Present Infinitive.

To see, to be seen ; to write, to be written.

Give examples of the Perfect Infinitive.

To have seen, to have been seen ; to have gone, to have been gone.

How many Participles are there ?

Three ; the Present, the Past and the Perfect.

Give examples of the Present Participle.

Seeing, knowing, going, coming.

Give examples of the Past Participle.

Seen, known, gone, come, drawn.

Give examples of the Perfect Participle.

Having seen, having known, having gone.

What are Infinitives and Participles called ?

They are called *Participials*.

Learn the following Paradigm of Participials :—

Infinitives.

	<i>Active.</i>	<i>Progressive.</i>	<i>Passive.</i>
<i>Present.</i>	To love.	to be loving.	to be loved.
<i>Perfect.</i>	To have loved.	to have been loving.	to have been loved.

Participles.

	<i>Active.</i>	<i>Passive.</i>
<i>Present.</i>	Loving.	(<i>being</i>) loved.
<i>Past.</i>	Loved.	
<i>Perfect.</i>	Having loved.	having been loved.

Write Paradigms of the Participials of the following verbs :—

Act, eat, freeze, go, limp, move, prize, run, sit, track, win, yell.

Select the Participials from the following sentences :—

1. Much will depend on the doctor's coming.
2. He was justly punished for being in such company.
3. He made them give up their spoils.
4. Hope comes with smiles the hour of pain to cheer.
5. True knowledge consists in knowing things, not words.
6. Bid him come to me.
7. Numb'd by the piercing, freezing air,
And burden'd by his game,
The hunter, struggling with despair,
Dragg'd on his shivering frame.

PRINCIPAL PARTS. § 231.

Which are the Principal Parts of a Verb?

The Present, the Preterite and the Past Participle.

What part of a Verb is called the Present?

Its simplest form, or root.

How many methods of forming the Preterite are there?

Two; the Strong and the Weak.

How does a Strong Verb form its Preterite?

By changing or shortening the vowel of its root.

Give examples.

See, *saw*; know, *knew*; bite, *bit*; shoot, *shot*.

How does a Weak Verb form its Preterite?

By suffixing *t*, *d*, or *ed* to the root, the root-vowel being sometimes changed or shortened.

Give examples.

Cry, *cried*; sleep, *slept*; buy, *bought*; invite, *invited*.

In what four ways is the Past Participle constituted?

1. By suffixing **n** or **en** to the root; as, *Know*, **KNOWN**.
2. By suffixing **n** or **en** to the Preterite; as *Chose*, **CHOSEN**.
3. *Come* and *run*, with their compounds, use the same form for the Present and the Past Participle.
4. Some Strong verbs and all Weak ones use the same form for the Preterite and the Past Participle.

How is the Present Participle formed?

By suffixing *ing* to the root of a verb.

How is the root sometimes changed before *ing* is suffixed?

Final *e* is dropped, *i* is changed into *y*, or the final letter is doubled.

Give examples.

Give, *giving*; die, *dying*; sit, *sitting*; confer, *conferring*.

How do some grammarians divide verbs?

Into Regular verbs and Irregular verbs.

How should they be divided?

Into classes, according to form.

How many classes are there?

Eleven, given on the next pages.

Which of these classes corresponds to the "Regular" verbs?

Classes VIII and IX.

Class I consists of *Strong verbs*, having distinct forms for each of the *Principal Parts*.

<i>Present.</i>	<i>Preterite.</i>	<i>Past Participle.</i>
Am, or be	was	been
Arise	arose	arisen
Bear	bore	borne, born (<i>passive</i>)
Beat	beat	beaten, beat
Beget	begot, begat	begotten, begot
Begin	began	begun
Bid	bade, bid	bidden, bid
Bite	bit	bitten, bit
Blow	blew	blown
Break	broke	broken
Chide	chid	chidden, chid
Choose	chose	chosen
Do (MIS, OVER, UN)	did	done
Draw	drew	drawn
Drive	drove	driven
Drink	drank	drunk
Fall (BE)	fell	fallen
Fly	flew	flown
Forbear	forbore	forborne
Forbid	forbade	forbidden
Forget	forgot	forgotten, forgot
Forsake	forsook	forsaken
Freeze	froze	frozen
Get	got	gotten, got
Give (FOR, MIS)	gave	given
Grow (OUT)	grew	grown
Hide	hid	hidden, hid
Know (FORE)	knew	known
Lie (TO RECLINE)	lay	lain
Ride	rode	ridden
Ring	rang, <i>rung</i>	rung
Rise	rose	risen
See (FORE)	saw	seen
Shake	shook	shaken
Slay	slew	slain
Slide	slid	slidden, slid
Smite	smote	smitten

<i>Present.</i>	<i>Preterite.</i>	<i>Past Participle.</i>
Spit (BE)	spat, spit	spitten,* spit
Speak	spoke	spoken
Steal	stole	stolen
Stride (BE)	strode, strid	stridden, strid
Strive	strove	striven
Swear	swore	sworn
Swim	Swam, <i>swum</i>	swum
Take (BE, MIS, OVER, RE, UNDER)	} took	taken
Tear	tore	torn
Throw (OVER)	threw	thrown
Tread	trod	trodden, trod
Wear	wore	worn
Weave	wove	woven
Write	wrote	written

Class II consists of *Strong verbs, having the same form for the Present and the Past Participle.*

<i>Present.</i>	<i>Preterite.</i>	<i>Past Participle.</i>
Become	became	become
Come	came	come
Overcome	overcame	overcome
Overrun	overran	overrun
Outrun	outran	outrun
Run	ran	run

Class III consists of *Strong verbs, having the same form for the Preterite and the Past Participle.*

<i>Present.</i>	<i>Preterite.</i>	<i>Past Participle.</i>
Abide	abode	abode
Behold	beheld	beheld, beholden (<i>adj.</i>)
Bind (UN, RE)	bound	bound
Bleed	bled	bled
Breed	bred	bred
Cling	clung	clung
Feed	fed	fed
Fight	fought	fought
Find	found	found
Fling	flung	flung

<i>Present.</i>	<i>Preterite.</i>	<i>Past Participle.</i>
Grind	ground	ground
Hold (BE, UP, WITH)	held	held, <i>holden</i>
Lead (MIS)	led	led
Meet	met	met
Read	read	read
Shoot (OVER)	shot	shot
Shrink	shrunk, <i>shrank</i>	shrunk, <i>shrunk</i>
Sing	sung, <i>sang</i>	sung
Sink	sunk, <i>sank</i>	sunk, <i>sunken</i>
Sit	sat	sat
Sling	slung	slung
Slink	slunk	slunk
Speed	sped	sped
Spin	spun	spun
Spring	sprung	sprung
Stand (UNDER, WITH)	stood	stood
Stick	stuck	stuck
Sting	stung	stung
Stink	stunk, <i>stank</i>	stunk
Strike	struck	struck, <i>stricken</i> (adj.)
String	strung	strung, <i>stringed</i> (adj.)
Swing	swung	swung
Win	won	won
Wind (UN)	wound	wound
Wring	wrung	wrung

Class IV consists of *Strong verbs*, having both a *Strong* and a *Weak Preterite* and *Past Participle*.

<i>Present.</i>	<i>Preterite.</i>		<i>Past Participle.</i>	
Awake	awoke,	awaked	awoke,	awaked
Cleave	clove,	cleft	cloven,	cleft
Crow	crew,	crowed	<i>crown</i> ,*	crowed
Dig	dug,	digged	dug,	digged
Eat	ate,	eat	eaten,	eat
Hang	hung,	hanged	hung,	hanged
Heave	<i>hove</i> ,	heaved	<i>hoven</i> ,	heaved
Light	<i>lit</i> ,	lighted	<i>lit</i> ,	lighted
Shine	shone,	shined	shone,	shined
Stave	stove,	staved	stove,	staved
Thrive	throve,	<i>thrived</i>	thriven,	<i>thrived</i>

* Obsolete.

Class V consists of *Strong verbs*, having a *Weak Preterite* and a *Strong Past Participle*.

<i>Present.</i>	<i>Preterite.</i>	<i>Past Participle.</i>
Go	went (<i>pret. of wend</i>)	gone
Forego	forewent	foregone
Rive	rived	riven
Shew	shewed	shewn
Show	showed	shown
Undergo	underwent	undergone

Class VI consists of *Verbs*, having a *Weak Preterite* and a *Strong and a Weak Past Participle*.

<i>Present.</i>	<i>Preterite.</i>	<i>Past Participle.</i>	
Bake	baked	baked,	<i>baken</i>
Clothe	clothed	clothed,	<i>clad</i>
Engrave	engraved	engraved,	engraven
Freight	freighted	freighted,	fraught (<i>pass.</i>)
Grave	graved	graved,	graven
Hew	hewed	hewed,	hewn
Lade	laded	laded,	laden
Load	loaded	loaded,	<i>loaden</i>
Melt	melted	melted	molten (<i>adj.</i>)
Mow	mowed	mowed,	mown
Prove	proved	proved,	<i>proven</i>
Saw	sawed	sawed,	sawn
Seethe	seethed	seethed,	sodden
Shape (<i>mis</i>)	shaped	shaped,	shapen
Shave (<i>un</i>)	shaved	shaved,	shaven
Sow	sowed	sowed,	sown
Shear	sheared	sheared,	shorn
Strow	strowed	strowed,	strown
Swell	swelled	swelled	<i>swollen, swollen</i>
Wax	waxed	waxed,	waxen

Class VII consists of *Weak Verbs*, which form their *Preterite* and their *Past Participle* by changing or shortening the vowel of the *Present*, and annexing **d** or **t**.

<i>Present.</i>	<i>Preterite.</i>	<i>Past Participle.</i>
Beseech	besought	besought
Bring	brought	brought
Buy	bought	bought
Catch	caught	caught

<i>Present.</i>	<i>Preterite.</i>	<i>Past Participle.</i>
Creep	crept	crept
Deal	dealt	dealt
Feel	felt	felt
Flee	fled	fled
Hear	heard	heard
Keep	kept	kept
Leave	left	left
Lose	lost	lost
Seek	sought	sought
Sell	sold	sold
Shoe	shod	shod
Sleep	slept	slept
Teach (MIS, UN)	taught	taught
Tell	told	told
Think	thought	thought
Weep	wept	wept

Class VIII consists of *Weak Verbs*, ending in the sound of **d** or **t**, generally form their *Preterite* and *Past Participle* by annexing the syllable **ed** to the *Present*; as, **ADD**, **ADDED**; **WED**, **WEDDED**; **WHET**, **WHETTED**.

EXCEPTION 1.—*Lend, rend, send, spend*, and *misspend* form their *Preterite* and *Past Participle* by changing their final *d* into *t*; as, *Lend, lent*; *rend, rent*; *send, sent*; *spend, spent*.

EXCEPTION 2.—*Bend, bet, blend, build, gild, gird* (be, en, un), *knit, quit, slit, spit, sweat*, and *wet* are *redundant*. See Class X.

EXCEPTION 3.—The following verbs use the same form for each of the *principal parts*, viz.: *Burst, cast, cost, cut, hit, hurt, let, put, rid, set* (re-set), *shed, shred, shut, spread*, and *thrust*.

Class IX consists of *Weak Verbs*, not ending in the sound of **d** or **t**, generally form their *Preterite* and *Past Participle* by annexing **d**, **ed**, or **t** to the *Present*; as, *Cleave* (to adhere), *cleaved*; *climb, climbed*; *Lie* (to speak falsely), *lied*; *ring* (to encircle), *ringed*; *delay, delayed*; *drown, drowned*; *love, loved*.

REMARK 1.—*Lay, pay, say*, and their compounds, change *y* into *i*, and annex *d*; as, *Lay, laid*; *pay, paid*; *say, said*.

REMARK 2.—*Have* and *make* drop the final consonant, and annex *d*; as, *make, made*; *have, had*.

REMARK 3.—After *p, t, ch* (soft), *k, f, th* (aspirate), *ss*, and *sh, ed* is pronounced like *t*.

Class X consists of the following **Redundant verbs** :—

<i>Present.</i>	<i>Preterite.</i>	<i>Past Participle.</i>
Bend	bent, <i>bended</i>	bent, <i>bended</i>
Bereave	bereft, bereaved	bereft, bereaved
Bet	bet, <i>betted</i>	bet, <i>betted</i>
Blend	blended, blent	blended, blent
Bless	blessed	blessed, blest
Build	<i>builded</i> , built	<i>builded</i> , built
Burn	burnt, burned	burnt, burned
Dare	durst (<i>to venture</i>), dared	dared
Dream	dreamed, <i>drëamt</i>	dreamed, <i>drëamt</i>
Dress	dressed, drest	dressed, drest
Dwell	dwelt, <i>dwelled</i>	dwelt, <i>dwelled</i>
Gild	gilded, <i>gilt</i>	gilded, <i>gilt</i>
Gird (BE, EN, UN)	girt, girded	girt, girded
Kneel	knelt, kneeled	knelt, kneeled
Knit	knit, knitted	knit, knitted
Learn (UN)	learned, learnt	learned, learnt
Mean	meant, <i>meaned</i>	meant, <i>meaned</i>
Pen	penned, <i>pent</i>	penned, <i>pent</i>
Quit	quitted, quit	quitted, quit
Slit	slit, slitted	slit, slitted
Smell	smelt, smelled	smelt, smelled
Spell (MIS)	spelled, spelt	spelled, spelt
Spill	spilled, spilt	spilled, spilt
Split	split, <i>splitted</i>	split, <i>splitted</i>
Spoil	spoiled, spoilt	spoiled, spoilt
Stay	staid, stayed	staid, stayed
Sweat	sweat, sweated	sweat, sweated
Wet	wet, <i>wetted</i>	wet, <i>wetted</i>
Work	worked, wrought	worked, wrought

Class XI consists of the following **Defective verbs** :—

<i>Present.</i>	<i>Preterite.</i>	<i>Past Participle.</i>
Beware	wanting	wanting
Can	could	wanting
May	might	wanting
Must	must	wanting
Ought	ought	wanting
Wanting	quoth (<i>1st and 3d sing.</i>)	wanting
Shall	should	wanting
Will	would	wanting
Wis	wist	wanting
Wit or wot	wot	wanting
Worth (<i>Imperative</i>)	wanting	wanting

AUXILIARY VERBS. §§ 253-263.

What is an Auxiliary Verb?

A Verb used to conjugate another verb.

Mention the Auxiliary Verbs.

Shall, will, have, be, do, may, can, must and let.

Give the Present Tense of the Auxiliaries.

<i>Sing.</i>	1. <i>I</i>	shall	will	have	am	do	may	can.
	2. <i>Thou</i>	shalt	wilt	hast	art	dost	mayest	canst.
	3. <i>He</i>	shall	will	has	is	does	may	can.
<i>Plur.</i>	1. <i>We</i>	shall	will	have	are	do	may	can.
	2. <i>You</i>	shall	will	have	are	do	may	can.
	3. <i>They</i>	shall	will	have	are.	do	may	can.

Give the Past Tense of the Auxiliaries.

<i>Sing.</i>	1. <i>I</i>	should	would	had	was	did	might	could.
	2. <i>Thou</i>	shouldst	wouldst	hadst	wast	didst	mightest	couldst.
	3. <i>He</i>	should	would	had	was	did	might	could.
<i>Plur.</i>	1. <i>We</i>	should	would	had	were	did	might	could.
	2. <i>You</i>	should	would	had	were	did	might	could.
	3. <i>They</i>	should	would	had	were	did	might	could.

How is *shall* used?

To form the first person of the Future Indicative and the second and third persons of the Imperative, Potential form.

How is *will* used?

To form the second and third persons of the Indicative future and the first person of the Imperative, Potential form.

How is *have* used?

To form the Present-Perfect tense.

How is *had* used?

To form the Past-Perfect tense.

How is the verb *to be* used?

To form the Progressive form and the Passive voice.

THE FORMS OF THE VERB.

How many forms may a Verb have?

Ten; the Common, the Progressive, the Passive, the Progresso-Passive, the Emphatic, the Interrogative, the Solemn, the Conditional, the Potential and the Imperative.

What is the Common Form?

The Form which adds *s* in the Present Indicative, third person, singular; as, *John sees*.

What is the Progressive Form?

The Form in which the Present Participle is annexed to the various forms of the verb *to be*; as, *John is SEEING*.

What is the Passive Form?

The Form in which the Past Participle is annexed to the various forms of the verb *to be*; as, *John is SEEN*.

What is the Progresso-Passive Form?

The Form in which *being* is placed between the Auxiliary and the Participle of the Passive Form; as, *The house is BEING built*.

What is the Emphatic Form?

The Form in which the auxiliary *do* or *did* is used with the root of a verb to form the Present and Past Tenses; as, *John DOES see*; *John DID see*.

What is the Interrogative Form?

The Form in which the Verb or Auxiliary is placed before the subject; as, *DOES John see?* *HAS he seen?*

What is the Solemn Form?

The Form which uses *th* or *eth* in the third person singular of the Present Indicative, and *t* or *st* in the second person singular of all the tenses; as, *Thou seest*; *He seeth*; *Thou sawest*.

What is the Conditional Form?

The Form in which the *root* of a verb without change is used in all the numbers and persons of the Present Tense, and the plural of the Preterite, in all the numbers and persons of the Past Tense; as, *If he SEE*; *If he WERE seen*.

What is the Potential Form?

The Form in which the Auxiliaries *may*, *can*, *must*, *might*, *could*, *would* and *should* are used; as, *I MAY see*; *I MIGHT see*.

What is the Imperative Form?

The Form in which the *root* of a verb is used to express what is willed by the speaker; as, *Go*; *Thy kingdom COME*; *REST we here*.

THE FORMATION OF THE TENSES.

How is the Present Tense Formed?

From the root, *s* or *es* being suffixed in the third person singular.

Ex.—I *go*, you *go*, he *goes*; we *go*, you *go*, they *go*.

How is the Past Tense formed?

From the Preterite

Ex.—I *went*, you *went*, he *went*; we *went*, you *went*, they *went*.

How is the Future Tense formed?

By combining *shall* and *will* with the root, using *shall* in the first person and *will* in the second and the third.

Ex.—I *shall go*, you *will go*, he *will go*; we *shall go*, &c.

How is the Present-Perfect Tense formed?

By combining *have* with the Past Participle.

Ex.—I *have gone*, you *have gone*, he *has gone*, &c.

How is the Past-Perfect Tense formed?

By combining *had* with the Past Participle.

Ex.—I *had gone*, you *had gone*, he *had gone*, &c.

How is the Future-Perfect Tense formed?

By combining *shall have* and *will have* with the Past Participle.

Ex.—I *shall have gone*, you *will have gone*, &c.

How is the Present Potential formed?

By combining *may*, *can* or *must* with the root.

Ex.—I *may*, *can* or *must go*; you *may*, *can* or *must go*.

How is the Past Potential formed?

By combining *might*, *could*, *would* or *should* with the root.

Ex.—I *might*, *could*, *would* or *should go*.

How is the Perfect Potential formed?

By combining *may*, *can* or *must* with *have* and the Past Participle.

Ex.—I *may have gone*; you *may have gone*, &c.

How is the Past Perfect Potential formed?

By combining *might*, *could*, *would* or *should* with *have* and the Past Participle.

Ex.—I *might have gone*; you *might have gone*.

How are the tenses of the Passive formed?

By combining the verb *to be* with the Past Participle.

How are the tenses of the Progressive formed?

By combining the verb *to be* with the Present Participle.

Form the tenses of the following Verbs:—

<i>Root.</i>	Know,	see,	write,	run,	sing.	come,	think.
<i>Preterite</i>	Knew,	saw,	wrote,	ran,	sang,	came,	thought.
<i>Past Part.</i>	Known,	seen	written,	run,	sung.	come,	thought.

Paradigm of the verbs Have and Be in the Indicative Mode.

Present Tense.

	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
<i>1st Pers.</i>	I have,	We have.	I am,	We are.
<i>2d Pers.</i>	You have,	You have.	You are,	You are.
<i>3d Pers.</i>	He has,	They have.	He is,	They are.

Future Tense.

<i>1st Pers.</i>	I shall have,	We shall have.	I shall be,	We shall be.
<i>2d Pers.</i>	You will have,	You will have.	You will be,	You will be.
<i>3d Pers.</i>	He will have,	They will have.	He will be,	They will be.

Past Tense.

<i>1st Pers.</i>	I had,	We had.	I was,	We were.
<i>2d Pers.</i>	You had,	You had.	You were,	You were.
<i>3d Pers.</i>	He had,	They had.	He was,	They were.

Present perfect Tense.

<i>1st Pers.</i>	I have had,	We have had.	I have been,	We have been.
<i>2d Pers.</i>	You have had,	You have had.	You have been,	You have been.
<i>3d Pers.</i>	He has had,	They have had.	He has been,	They have been.

Past Perfect Tense.

<i>1st Pers.</i>	I had had,	We had had.	I had been,	We had been.
<i>2d Pers.</i>	You had had,	You had had.	You had been,	You had been.
<i>3d Pers.</i>	He had had,	They had had.	He had been,	They had been.

Future Perfect.

<i>1st P.</i>	I shall have had,	We shall have had.	I shall have been,	We shall have been.
<i>2d P.</i>	You will have had,	You will have had.	You will have been,	You will have been.
<i>3d P.</i>	He will have had,	They will have had.	He will have been,	They will have been.

Paradigm of the Infinitives, Participles, and all the Tenses and Forms of the Indicative Mode of the verb Love.

Infinitives.

	<i>Active.</i>	<i>Progressive.</i>	<i>Passive.</i>
<i>Present.</i>	To love,	To be loving,	To be loved.
<i>Perfect.</i>	To have loved,	To have been loving,	To have been loved.

Participles.

	<i>Active.</i>	<i>Passive.</i>
<i>Present.</i>	Loving,	(Being) loved.
<i>Past.</i>	Loved,	
<i>Perfect.</i>	Having loved	Having been loved.

Indicative Mode.

Present Tense.

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
<i>1st per. Sing.</i>	I love,	I am loving,	I am loved.
<i>2d per. Sing.</i>	You love,	You are loving,	You are loved.
<i>3d per. Sing.</i>	He loves,	He is loving,	He is loved.
<i>1st per. Plur.</i>	We love,	We are loving,	We are loved.
<i>2d per. Plur.</i>	You love,	You are loving,	You are loved.
<i>3d per. Plur.</i>	They love,	They are loving,	They are loved.

Emphatic Form.

	<i>Singular.</i>	<i>Plural.</i>
<i>1st person.</i>	I do love,	We do love.
<i>2d person.</i>	You do love,	You do love.
<i>3d person.</i>	He does love,	They do love.

Solemn Form.

FORMS.	<i>2d Person Sing.</i>	<i>3d Person Sing.</i>	<i>2d Person Plur.</i>
<i>Common.</i>	Thou lovest,	He loveth,	Ye love.
<i>Progressive.</i>	Thou art loving,		Ye are loving.
<i>Passive.</i>	Thou art loved,		Ye are loved.
<i>Emphatic.</i>	Thou dost love,	He doth love,	Ye do love.

Past Tense.

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
<i>1st per. Sing.</i>	I loved,	I was loving,	I was loved.
<i>2d per. Sing.</i>	You loved,	You were loving,	You were loved.
<i>3d per. Sing.</i>	He loved,	He was loving,	He was loved.
<i>1st per. Plur.</i>	We loved,	We were loving,	We were loved.
<i>2d per. Plur.</i>	You loved,	You were loving,	You were loved.
<i>3d per. Plur.</i>	They loved,	They were loving,	They were loved.

Emphatic.

	<i>Singular.</i>	<i>Plural.</i>
1st Person.	I did love,	We did love.
2d Person.	You did love,	You did love.
3d Person.	He did love,	They did love.

Solemn Form, 2d Person, Singular.

		<i>Passive.</i>	
Common.	Thou lovedst.		Thou wast loved.
Progressive.	Thou wast loving.	<i>Emphatic.</i>	Thou didst love.

Future Tense.

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
1st per. Sing.	I shall love,	I shall be loving,	I shall be loved.
2d per. Sing.	You will love,	You will be loving,	You will be loved.
3d per. Sing.	He will love,	He will be loving,	He will be loved.
1st per. Plur.	We shall love,	We shall be loving,	We shall be loved.
2d per. Plur.	You will love,	You will be loving,	You will be loved.
3d per. Plur.	They will love,	They will be loving,	They will be loved.

Present Perfect Tense.

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
1st per. Sing.	I have loved,	I have been loving,	I have been loved.
2d per. Sing.	You have loved,	You have been loving,	You have been loved.
3d per. Sing.	He has loved,	He has been loving,	He has been loved.
1st per. Plur.	We have loved,	We have been loving,	We have been loved.
2d per. Plur.	You have loved,	You have been loving,	You have been loved.
3d per. Plur.	They have loved,	They have been loving,	They have been loved.

Past Perfect Tense.

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
1st per. Sing.	I had loved,	I had been loving,	I had been loved.
2d per. Sing.	You had loved,	You had been loving,	You had been loved.
3d per. Sing.	He had loved,	He had been loving,	He had been loved.
1st per. Plur.	We had loved,	We had been loving,	We had been loved.
2d per. Plur.	You had loved,	You had been loving,	You had been loved.
3d per. Plur.	They had loved,	They had been loving,	They had been loved.

Future Perfect Tense.

	<i>Common.</i>	<i>Progressive.</i>
1st per. Sing.	I shall have loved,	I shall have been loving.
2d per. Sing.	You will have loved,	You will have been loving.
3d per. Sing.	He will have loved,	He will have been loving.
1st per. Plur.	We shall have loved,	We shall have been loving.
2d per. Plur.	You will have loved,	You will have been loving.
3d per. Plur.	They will have loved,	They will have been loving.

Passive Form.

	<i>Singular.</i>	<i>Plural.</i>
1st Person.	I shall have been loved.	We shall have been loved.
2d Person.	You will have been loved.	You will have been loved.
3d Person.	He will have been loved.	They will have been loved.

Paradigm of the verb love in the Subjunctive Mode.**CONDITIONAL FORMS.****Present Tense.**

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
<i>1st Per. Sing.</i>	If I love,	If I be loving,	loved.
<i>2d Per. Sing.</i>	{ If thou lovedst, If you love,	{ If thou be loving, If you be loving,	loved. loved.
<i>3d Per. Sing.</i>	If he love,	If he be loving,	loved.
<i>1st Per. Plur.</i>	If we love,	If we be loving,	loved.
<i>2d Per. Plur.</i>	If you love,	If you be loving,	loved.
<i>3d Per. Plur.</i>	If they love,	If they be loving,	loved.

Past Tense.

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
<i>1st Per. Sing.</i>	If I loved,	If I were loving,	loved.
<i>2d Per. Sing.</i>	{ If thou lovedst, If you loved,	{ If thou wert loving, If you were loving,	loved. loved.
<i>3d Per. Sing.</i>	If he loved,	If he were loving,	loved.
<i>1st Per. Plur.</i>	If we loved,	If we were loving,	loved.
<i>2d Per. Plur.</i>	If you loved,	If you were loving,	loved.
<i>3d Per. Plur.</i>	If they loved,	If they were loving,	loved.

Past Perfect Tense.

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
<i>1st Per. Sing.</i>	If I had loved,	If I had been loving,	loved.
<i>2d Per. Sing.</i>	{ If thou hadst loved, If you had loved,	{ If thou hadst been loving, If you had been loving,	loved. loved.
<i>3d Per. Sing.</i>	If he had loved,	If he had been loving,	loved.
<i>1st Per. Plur.</i>	If we had loved,	If we had been loving,	loved.
<i>2d Per. Plur.</i>	If you had loved,	If you had been loving,	loved.
<i>3d Per. Plur.</i>	If they had loved,	If they had been loving,	loved.

Future Tense.

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
<i>1st Per. Sing.</i>	If I should love,	be loving,	be loved.
<i>2d Per. Sing.</i>	{ If thou shouldst love, If you should love,	be loving, be loving,	be loved. be loved.
<i>3d Per. Sing.</i>	If he shall or should love,	be loving,	be loved.
<i>1st Per. Plur.</i>	If we should love,	be loving,	be loved.
<i>2d Per. Plur.</i>	If you should love,	be loving,	be loved.
<i>3d Per. Plur.</i>	If they shall or should love,	be loving,	be loved.

Future Perfect Tense.

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
<i>1st Per. Sing.</i>	If I should have loved,	been loving,	been loved.
<i>2d Per. Sing.</i>	{ If thou shouldst have loved, If you should have loved,	been loving, been loving,	been loved. been loved.
<i>3d Per. Sing.</i>	If he shall or should have loved,	been loving,	been loved.
<i>1st Per. Plur.</i>	If we should have loved,	been loving,	been loved.
<i>2d Per. Plur.</i>	If you should have loved,	been loving,	been loved.
<i>3d Per. Plur.</i>	If they shall or should have loved,	been loving,	been loved.

REMARK.—Sometimes the Conjunction is omitted, when the subject is placed after the auxiliary; as, *Were I loved*; *Had I loved*.

SUBJUNCTIVE MODE. POTENTIAL FORMS.**Present Tense.**

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
1st Per. Sing.	I may, can, or must love,	be loving,	be loved.
2d Per. Sing.	{ Thou mayest, canst, or must love,	be loving,	be loved.
	{ You may, can, or must love,	be loving,	be loved.
3d Per. Sing.	He may, can, or must love,	be loving,	be loved.
1st Per. Plur.	We may, can, or must love,	be loving,	be loved.
2d Per. Plur.	You may, can, or must love,	be loving,	be loved.
3d Per. Plur.	They may, can, or must love,	be loving,	be loved.

Past Tense.

	<i>Common.</i>	
1st Per. Sing.	I might, could, would, or should love.	
2d Per. Sing.	{ Thou mightest, couldst, wouldst, or shouldst love.	
	{ You might, could, would, or should love.	
3d Per. Sing.	He might, could, would, or should love.	
1st Per. Plur.	We might, could, would, or should love.	
2d Per. Plur.	You might, could, would, or should love.	
3d Per. Plur.	They might, could, would, or should love.	
	<i>Progressive.</i>	
1st Per. Sing.	I might, could, would, or should be loving.	
2d Per. Sing.	{ Thou mightest, couldst, wouldst, or shouldst be loving.	
	{ You might, could, would, or should be loving.	
3d Per. Sing.	He might, could, would, or should be loving.	
1st Per. Plur.	We might, could, would, or should be loving.	
2d Per. Plur.	You might, could, would, or should be loving.	
3d Per. Plur.	They might, could, would, or should be loving.	
	<i>Passive.</i>	
1st Per. Sing.	I might, could, would, or should be loved.	
2d Per. Sing.	{ Thou mightest, couldst, wouldst, or shouldst be loved.	
	{ You might, could, would, or should be loved.	
3d Per. Sing.	He might, could, would, or should be loved.	
1st Per. Plur.	We might, could, would, or should be loved.	
2d Per. Plur.	You might, could, would, or should be loved.	
3d Per. Plur.	They might, could, would, or should be loved.	

Present Perfect Tense.

	<i>Common.</i>	
1st Per. Sing.	I may, can, or must have loved.	
2d Per. Sing.	{ Thou mayest, canst, or must have loved.	
	{ You may, can, or must have loved.	
3d Per. Sing.	He may, can, or must have loved.	
1st Per. Plur.	We may, can, or must have loved.	
2d Per. Plur.	You may, can, or must have loved.	
3d Per. Plur.	They may, can, or must have loved.	
	<i>Progressive.</i>	<i>Passive.</i>
1st Per. Sing.	I may, can, or must have been loving,	loved.
2d Per. Sing.	{ Thou mayest, canst, or must have been loving,	loved.
	{ You may, can, or must have been loving,	loved.
3d Per. Sing.	He may, can, or must have been loving,	loved.
1st Per. Plur.	We may, can, or must have been loving,	loved.
2d Per. Plur.	You may, can, or must have been loving,	loved.
3d Per. Plur.	They may, can, or must have been loving,	loved.

Past Perfect Tense.*Common.*

1st Per. Sing.	I might, could, would, <i>or</i> should have loved.
2d Per. Sing.	{ Thou mightest, couldst, wouldst, <i>or</i> shouldst have loved. You might, could, would, <i>or</i> should have loved.
3d Per. Sing.	He might, could, would, <i>or</i> should have loved.
1st Per. Plur.	We might, could, would, <i>or</i> should have loved.
2d Per. Plur.	You might, could, would, <i>or</i> should have loved.
3d Per. Plur.	They might, could, would, <i>or</i> should have loved.

Progressive.

1st Per. Sing.	I might, could, would, <i>or</i> should have been loving.
2d Per. Sing.	{ Thou mightest, couldst, wouldst, <i>or</i> shouldst have been loving. You might, could, would, <i>or</i> should have been loving.
3d Per. Sing.	He might, could, would, <i>or</i> should have been loving.
1st Per. Plur.	We might, could, would, <i>or</i> should have been loving.
2d Per. Plur.	You might, could, would, <i>or</i> should have been loving.
3d Per. Plur.	They might, could, would, <i>or</i> should have been loving.

Passive.

1st Per. Sing.	I might, could, would, <i>or</i> should have been loved.
2d Per. Sing.	{ Thou mightest, couldst, wouldst, <i>or</i> shouldst have been loved. You might, could, would, <i>or</i> should have been loved.
3d Per. Sing.	He might, could, would, <i>or</i> should have been loved.
1st Per. Plur.	We might, could, would, <i>or</i> should have been loved.
2d Per. Plur.	You might, could, would, <i>or</i> should have been loved.
3d Per. Plur.	They might, could, would, <i>or</i> should have been loved.

291. Paradigm of the verb Love in the Imperative Mode.**IMPERATIVE FORMS.**

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
1st Per. Sing.	Let me love,	Let me be loving,	Let me be loved.
2d Per. Sing.	Love thou,	Be thou loving,	Be thou loved.
3d Per. Sing.	Let him love,	Let him be loving,	Let him be loved.
1st Per. Plur.	Let us love,	Let us be loving,	Let us be loved.
2d Per. Plur.	Love ye,	Be ye loving,	Be ye loved.
3d Per. Plur.	Let them love,	Let them be loving,	Let them be loved.

POTENTIAL FORMS.

	<i>Common.</i>	<i>Progressive.</i>	<i>Passive.</i>
1st Per. Sing.	I will love,	<i>be loving,</i>	<i>be loved.</i>
2d Per. Sing.	Thou mayest <i>or</i> shalt love,	<i>be loving,</i>	<i>be loved.</i>
3d Per. Sing.	He may <i>or</i> shall love,	<i>be loving,</i>	<i>be loved.</i>
1st Per. Plur.	We will love,	<i>be loving,</i>	<i>be loved.</i>
2d Per. Plur.	You may <i>or</i> shall love,	<i>be loving,</i>	<i>be loved.</i>
3d Per. Plur.	He may <i>or</i> shall love,	<i>be loving,</i>	<i>be loved.</i>

Adjectives. Articles and Pronominals. §§ 130-136.

What is an Adjective?

An Adjective is a word joined to a noun to limit its application, or to describe the object which a noun or pronoun represents.

Give examples.

Good boys; *diligent* students; *each* boy.

What words are classed as Adjectives?

Articles, Pronominals, Demonstratives and Numerals.

What words are Articles?

A or *an*, called the Indefinite Article; and *the*, called the Definite Article.

What do the Articles show?

They show whether the Noun to which they are joined, denotes a particular or an indefinite object.

When must *an* be used?

Before words beginning with *a*, *e*, *i*, and *o* and *u* (not pronounced like *w* or *y*), silent *h*, or an unaccented syllable beginning with *h*.

Give examples.

An hour, an ear, an heroic action; an hotel; a Union soldier.

How is the Definite Article used?

Sometimes it points out a previously-mentioned or well-known object, and sometimes it shows that the noun to which it is joined, is taken in a general sense.

Give examples.

The man is dead; *The* horse is a useful animal.

What words are called Pronominal Adjectives?

All, any *or* several, each, every *and* no.

What do these words show?

They show whether the noun to which they are joined, denotes objects collectively, indefinitely or individually.

Give examples.

All my books; any man, several men; each man, every man, no man.

Select the Adjectives from the following sentences, and tell their kind:—

1. The boy shot a rabbit and a partridge.
2. A thing of beauty is a joy forever.
3. No lessons, no tasks, no schools.
4. The eyes of the Lord are in every place.
5. The trees are all covered with blossoms.
6. Each day has its own cares.

ADJECTIVES. §§ 136-139.

What words are Demonstratives?

This, these; that, those; the former, the latter; yon or yonder; the same, &c.

What do these words show?

They point out objects in relation to the speaker.

Ex.—*This* man, *these* men; *that* tree, *those* trees.

What words are Cardinal Numbers?

One, two, three, four, five, six, seven, &c.

What do Cardinal Numbers show?

They show how many objects the noun to which they are joined, denotes.

What words are Ordinal Numbers?

First, second, third, fourth, fifth, sixth, &c.

What do Ordinal Numbers show?

They show the order in which objects, or groups of objects, are taken.

Ex.—The *first* tree; the *first* three boys.

What is a Qualifying Adjective?

A word which describes the object denoted by the noun or pronoun to which it is joined.

Ex.—*Good* pens; *red* stockings; *large* boys.

What is a Participial Adjective?

A Present or Past Participle expressing some quality or condition of the object denoted by the Noun to which it is joined.

Ex.—A *stricken* deer; my *belovéd* son; a *consuming* fire.

What is a Verbal Adjective?

An Adjective which expresses a relation or mental operation.

Ex.—*Nearer* home; *hungry* for fruit; A wolf is *like* a dog.

What is a Proper Adjective?

An Adjective derived from a Proper Noun.

Ex.—An *English* vessel; A *German* lady; *Alpine* snows.

Select the Adjectives from the following sentences, and tell their kind:—

1. He bought a valuable English watch.
2. The new hall has a rich gilded ceiling.
3. Dark clouds were overspreading the beautiful blue sky.
4. The first three boys are brothers.
5. A wise son maketh a glad father.
6. Leave the lily pale, and tinge the violet blue.

The Comparison of ADJECTIVES. §§ 143-151.

What is Comparison?

A change in the form of an Adjective to show the degree of the quality which it expresses.

How many degrees of Comparison are there?

Three; the Positive, the Comparative, and the Superlative.

When is an Adjective in the Comparative Degree?

When it shows that a quality in one object is in a higher or lower degree than the same quality in another object or class of objects.

Ex.—John is *braver* than George; This tree is *taller* than that.

When is an Adjective in the Superlative Degree?

When it shows that a quality in one object is in a higher or lower degree than the same quality in any one of several other objects.

Ex.—John is the *bravest* of all the boys

How is the Comparative Degree formed?

By suffixing *r* or *er* to the Positive, or by placing *more* or *less* before it.

How is the Superlative Degree formed?

By suffixing *st* or *est* to the Positive, or by placing *most* or *least* before it.

Give examples.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Holy,	holier,	holiest.
True,	truer,	truest.
Faithful,	more faithful,	most faithful.

Learn the following irregular Adjectives:—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Bad or ill,	worse,	worst.
Far,	farther,	farthest.
Good,	better,	best.
Late,	later or latter,	latest or last.
Little,	less or lesser,	least.
Many or much,	more,	most.
Near,	nearer,	nearest or next.
Old,	older or elder,	oldest or eldest.

Form the Comparative and Superlative of the following Adjectives:—

Brave, able, diligent, large, old, much, lovely, bright, active and good.

Select the Adjectives from the following sentences, and tell whether they are of the Positive, Comparative or Superlative Degree:—

1. John is older than Henry.
2. His younger sister is dead.
3. James is more intelligent than Frank.
4. Students should be diligent.
5. My farm is larger than yours.
6. It is farther to China than to England.

ADVERBS.

What is an Adverb?

A Word which expresses Place, Time, Cause, Manner, Modality or Degree.

Mention some Adverbs of Place.

Here, there; hither, thither; hence, thence.

Mention some Adverbs of Time.

Then, meanwhile, before, after, always, continually, generally, ever, once, often.

Mention some Adverbs of Cause.

Why, wherefore.

Mention some Adverbs of Manner.

Bravely, well, ill, cleverly, dearly.

Mention some Adverbs of Modality.

Yes, verily, no, nay, likely, probably.

Mention some Adverbs of Degree.

More, less, somewhat, so, very, too.

How are Adverbs ending in *ly* compared?

By placing *more* or *less*, and *most* or *least*, before the Simple Adverb.

How are a few other Adverbs compared?

Irregularly, or by suffixing *r* or *er*, and *st* or *est*.

Give examples.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Bravely,	more bravely,	most bravely.
Early,	more early,	most early.
Faithfully,	less faithfully,	least faithfully.
Gracefully,	less gracefully,	least gracefully.
Soon,	sooner,	soonest.
Often,	oftener,	oftenest.

Compare the following Adverbs:—

Rapidly, cleverly, slowly, eagerly, miserly, leisurely, tardily, wofully, late, well, long.

Select the Adverbs from the following sentences, and tell their kind:—

1. John walks slowly and gracefully.
2. He came here yesterday.
3. I am always ready to assist you.
4. He will go there early to-morrow.
5. He certainly writes very slowly.
6. The kite rose rapidly, and sailed majestically.

PREPOSITIONS.

What is a Preposition?

A Preposition is a word which shows a relation between things and connects the words denoting the things so related.

Mention the Simple Prepositions.

At, after, by, down, for, from, in, of, on, over, past, round, since, through, till, to, under, up, with.

Mention the Prepositions beginning with the syllable *a*.

Aboard, above, about, across, against, along, amid, amidst, among, amongst, around, athwart.

Mention the Prepositions beginning with the syllable *be*.

Before, behind, below, beneath, beside, besides, between, betwixt, beyond.

Mention the Compound Prepositions.

Into, out of, throughout, toward, towards, upon, until, unto, underneath, within, without.

Mention words which are sometimes used as Prepositions.

Bating, concerning, during, excepting, notwithstanding, regarding, respecting, touching, except, save.

Select the Prepositions from the following sentences:—

1. They went to the city in the cars.
2. John walked along the road towards the river.
3. The cars from the West arrive at noon.
4. The child fell into the well.
5. The bridge extends from the shore to the island.
6. Several railroads run through Pennsylvania
7. The birds sing among the branches.
8. The bell rang at nine o'clock.
9. The books are in the library.
10. Go into the garden and sit under the tree.
11. There are many apples on the tree behind the houses.
12. They sat in the parlor after dinner.
13. Man, through all ages of revolving time,
Unchanging man, in every varying clime,
Deems his own land of every land the pride,
Beloved by Heaven o'er all the world beside;
His home the spot of Earth supremely blest,
A dearer, sweeter spot than all the rest.

CONJUNCTIONS.

What is a Conjunction?

A Conjunction is a word used to connect or contract clauses.

How many classes of Conjunctions are there?

Two; Coördinate and Subordinate.

How many kinds of Coördinate Conjunctions are there?

Three; Copulative, Alternative and Adversative.

Mention the Copulative Conjunctions.

And; both—and; as well as; not only—but, but also, but likewise.

Mention the Adversative Conjunctions.

But; indeed—but; now—then; on the one hand—on the other hand.

Mention the Alternative Conjunctions.

Or; nor; neither; either—or; neither—nor.

How many kinds of Subordinate Conjunctions are there?

Five; Substantive, Conditional, Concessive, Final and Causal.

Mention the Substantive Conjunctions.

That; that not; whether.

Mention the Conditional Conjunctions.

If; unless; except; provided that.

Mention the Concessive Conjunctions.

Although, however, nevertheless, notwithstanding, though, yet.

Mention the Final Conjunctions.

That, that not, lest, in order that, so that, so as.

Mention the Causal Conjunctions introducing Clauses expressing a reason.

As, because, for, inasmuch as, forasmuch as, since, whereas.

Mention the Causal Conjunctions introducing Clauses expressing an inference.

Consequently, hence, then, therefore, wherefore, whence.

Select the Conjunctions from the following sentences, and tell their kind:—

1. Though I hastened, I could not overtake him.
2. Speak neither well nor ill of an enemy.
3. If I be righteous, yet will I not lift up my head.
4. Let him that standeth take heed lest he fall.
5. He asked me whether I heard the report.
6. He is afraid, because he is guilty.

INTERJECTIONS, EXPLETIVES and INTENSIVES.

What is an Interjection?

A word which expresses emotion.

Mention the Interjections denoting attention.

Behold! hark! hist! hush! hallo! ho! list! lo! and see!

Mention the Interjections denoting disgust.

Away! begone! fudge! fie! pshaw! tush!

Mention the Interjections of salutation or taking leave.

Welcome! hail! adieu! farewell! good-by!

Mention the Interjections denoting sorrow.

Ah! alas! alack! oh!

Mention the Interjections of triumph and wonder.

Aha! bravo! hurrah! huzza! indeed! strange! what! O (man)!

What are Expletives?

Words used for euphony simply.

Give examples.

There is a God; It is true that he said it.

What is an Intensive?

A word used to express emphasis.

Give examples.

I too am a painter; I only am left to tell thee.

Select the Interjections, Expletives and Intensives from the following sentences:—

1. There is a pleasure in the pathless woods.
2. Woe to the riders that trample thee down!
3. Hush! hush! the preacher preacheth,
"Woe! to the oppressor, woe!"
4. Hail! Memory hail! in thy exhaustless mine.
5. Oh! where shall rest be found?
6. Alas! how swift the moments fly!
7. Hail, Columbia! happy land!
Hail, ye heroes! heaven-born band!
8. There comes a time when the morn shall rise,
Yet charm no smile to thy filméd eyes.
There comes a time when thou liest low
With the roses red on thy frozen brow.
9. *Cas.* Ha, ha! how vilely doth this Cynic rhyme!
Bru. Get you hence, sirrah! saucy fellow, hence!
Cas. Bear with him, Brutus; 'tis his fashion.
Bru. I'll know his humor when he knows his time.
What should the wars do with these jiggling fools?
Companion, hence!
Cas. Away! away! be gone!

SENTENCES.

What is a sentence?

A collocation of words expressing something thought, felt or willed.

How many kinds of sentences are there?

Five; Declarative, Conditional, Interrogative, Exclamative, and Imperative.

What is a Declarative sentence?

A collocation of words which assert or deny something.

Give examples.

John wrote a letter. Spring has come. He will not go.

What is a Conditional sentence?

A collocation of words expressing something conditionally.

Give examples.

If I were you, I would go. If thine enemy hunger, feed him.

What is an Interrogative sentence?

A collocation of words expressing a question.

Give examples.

Does John write? Will he not come? How do you do?

What is an Exclamative sentence?

A collocation of words used to express emotion.

Give examples.

How are the mighty fallen! What a genius Shakspeare had!

What is an Imperative sentence.

A collocation of words expressing what the speaker wills.

Give examples.

Thou shalt not bear false witness. Be careful for nothing.

Come unto me, all ye that labor.

Tell which of the following sentences is Declarative, which Conditional, &c.; also, the kind, properties and forms of each word:—

1. The moon walks forth in her brightness.
2. How abject is the condition of the miser!
3. Canst thou by searching find out God?
4. If ye be angry, do not sin.
5. George Peabody was a benevolent man.
6. Did the wind shake the houses?
7. How resistlessly the angry flood swept by!
8. Studious boys become intelligent men.
9. The lark has sung his carol in the sky,
The bees have humm'd their noontide lullaby;
Still in the vale the village-bells ring round,
Still in the stately hall the jests resound.

SYNTAX. USES OF NOUNS AND PRONOUNS.

What is that part of Grammar which relates to the construction of sentences, called?

Syntax, which treats of the *arrangement, agreement and government* of words.

Of what does Arrangement treat?

Of the position of words in a sentence.

What is Agreement?

The form of one word corresponding to some other word.

What is Government?

The power one word has of determining the form of another word.

What are the principal grammatical uses of Nouns and Pronouns?

Subject, Attribute, Possessive, Complement, Appositive and Compellative.

What does the Subject denote?

The object about which something is said.

Give examples.

John writes; *Mary* sings; *Charles* walks.

What is the Attributive Noun?

The noun denoting the substance, class or office of the object represented by the subject.

Give examples.

The ring is *brass*; John is a *poet*; Samuel is *chairman*.

What is the Possessive?

A noun or pronoun denoting something external to the object denoted by the noun which it limits.

Give examples.

John's hat is torn; Our neighbor's bees have left their hive.

What is the Complement?

A noun or pronoun denoting the object of an act or relation.

Give examples.

John struck *James*; They elected *him* president; He asked *me* a question; Thomas and William ran a race.

What is an Appositive?

A noun placed after a noun or pronoun to limit its application.

Give examples.

Cicero, a celebrated *orator*, was a patriot. William, the *Conquerer*, defeated Harold, the Saxon king.

What is a Compellative?

A noun or pronoun denoting an object addressed.

Give examples.

Friends, Romans, Countrymen, lend me your ears.

Good *friends*, sweet *friends*, let me not stir you.

ANALYSIS AND PARSING.

GENERAL DEFINITIONS. §§ 107-125. §§ 321-328.

What is *Analysis*?

Analysis is the process of resolving a sentence into its elements.

What is *Parsing*?

Parsing is the process of telling the classification, forms and use of a word.

What is a *Proposition*?

A **Proposition** is a judgment expressed in words.

Of what does a Proposition consist?

Of a Subject and a Predicate.

What is the *Subject*?

The word or words denoting that of which something is said.

What is the *Predicate*?

The word or words which assert something of the object denoted by the subject.

Of what does the *Predicate* sometimes consist?

Of Copula and Attribute.

What is the *Copula*?

The word or words which assert.

What is the *Attribute*?

The word or words denoting what is said of the object denoted by the subject.

What are these elements called?

Principal Elements.

Which are the Subordinate Elements?

The Adjective Element, the Objective Element and the Adverbial Element.

What is the *Adjective* Element?

A word or words limiting a noun or pronoun and answering the question, *Of what kind?* *How many?* or *Whose?*

What is the *Objective* Element?

A word or words denoting the object of an action and answering the question *what* or *whom* after the verb.

What is the *Adverbial* Element?

A word or words denoting *place, time, cause, manner* or *degree*.

When is an element of the first, the second or the third class?

If it consists of a word, it is of the first class; if it consists of a preposition and its complement, it is of the second class, and if it consists of a clause, it is of the third class.

When is an Element Simple, Complex or Compound?

It is simple, when unmodified; complex, when modified; and compound, when similar parts are connected by a co-ordinate conjunction.

THE INTRANSITIVE VERB AND ITS SUBJECT. §§ 126-127.

What is an *Intransitive* verb?

An **Intransitive** verb asserts that the object denoted by its subject is in a certain state or condition.

Learn the following rules and formulas:—

Rule I. *The subject of a finite verb must be in the nominative case.*

Formula I. *Species? Person? Number? Gender? Construction? Case? Rule I.*

Rule II. *The finite verb must agree with its subject in person and number.*

Formula II. *Species? Principal Parts? Conjugation? Voice (if transitive)? Mode? Tense? Form? Agreement in person and number? Rule II.*

Learn the following **models** of analysis and parsing:—

Ex. 1. *Charles runs.*

Analysis:—*Charles runs* is a declarative sentence, of which *Charles* is the subject and *runs*, the predicate.

Parsing:—*Charles* is a proper noun, of the third person, singular number, masculine gender, and is construed as the subject of *runs*, and must therefore be in the nominative case, according to Rule I: *The subject of a finite verb must be in the nominative case.*

Runs is an intransitive verb, principal parts, *run, ran, run*, of the strong conjugation, indicative mode, present tense, common form, and in the third person, singular number, to agree with its subject *Charles*, according to Rule II: *The finite verb must agree with its subject in person and number.*

Ex. 2. *He writes.*

Analysis:—*He writes* is a declarative sentence, of which *he* is the subject and *writes*, the predicate.

Parsing:—*He* is a personal pronoun, of the third person, singular number, and masculine gender. It is construed as the subject of *writes*, and must therefore be in the nominative case, according to Rule I: *The subject of a finite verb must be in the nominative case.*

Analyze and parse the following sentences:—

- | | | |
|-------------------|-------------------|-------------------|
| 1. I sleep. | 6. Clara dances. | 11. Armies march. |
| 2. James walks. | 7. You smile. | 12. We will go. |
| 3. William jumps. | 8. They wink. | 13. Birds fly. |
| 4. Thou risest. | 9. John swims. | 14. Lions roar. |
| 5. Mary sits. | 10. Henry sleeps. | 15. Eagles soar. |

ATTRIBUTIVE NOUNS AND ADJECTIVES.

§ 153-159.

What is a *Copulative* verb?

A **Copulative** verb is a verb which simply asserts.

What is an *Attribute*?

An **Attribute** is a word or words denoting what is said of the object represented by the subject.

Learn the following rules and formulas:—

Rule IV. *The Attributive noun agrees in number, gender and case with the noun or pronoun denoting the same object.*

Formula IV. *Species? Person? Number, gender and case? Agreement? Rule IV.*

Rule V. *The Adjective must be construed with the word representing the object to which it refers.*

Formula V. *Species? Comparison? How used? To what joined? Rule V.*

Learn the following models of analysis and parsing:—

Ex. 1. *David was king.*

Analysis:—*David was king* is a declarative sentence, of which *David* is the subject and *was king*, the predicate, of which *was* is the copula and *king*, the attribute.

Parsing:—*King* is a common noun, of the third person, and is of the singular number, masculine gender, and nominative case, to agree with *David*, according to Rule IV: *The attributive noun agrees in number, gender and case with the noun or pronoun denoting the same object.*

Ex. 2. *Milton was blind.*

Analysis:—*Milton was blind* is a declarative sentence, of which *Milton* is the subject and *was blind*, the predicate, of which *was* is the copula and *blind*, the attribute.

Parsing:—*Blind* is a qualifying adjective, not compared; it is used with *was* to form the predicate, and is joined to the word *Milton*, according to Rule V: *The adjective must be construed with the word representing the object to which it refers.*

Analyze and parse the following sentences:—

- | | |
|--------------------------|----------------------------|
| 1. Sherman is general. | 2. Homer was blind. |
| 3. Mary was preceptress. | 4. I shall be judge. |
| 5. Eugenie is empress. | 6. You have been studious. |
| 7. Victoria is queen. | 8. She is beautiful. |

ADJECTIVES USED AS MODIFIERS. §§ 130-152.

How many uses have Adjectives?

Three; a Distributive, a Definitive and a Restrictive.

When is an Adjective used as a *Distributive*?

When it shows that the noun to which it is joined, is taken in a general or an indefinite sense.

When is an Adjective used as a *Definitive*?

When it shows that the noun to which it is joined denotes some particular object.

When is an Adjective used as a *Restrictive*?

When it limits the application of the noun to which it is joined.

Learn the following models of analysis and parsing:—

Ex. 1. *The first three boys have come.*

Analysis:—*The first three boys have come* is a declarative sentence, of which *the first three boys* is the subject, being complex, of which *boys* is the basis, modified by *the, first* and *three*, adjective elements of the first class; *has come* is the predicate.

Parsing:—*First* is an ordinal number, and is used to show the order in which objects, or groups of objects, are taken. It is construed with the word *boys*, according to Rule V.

Three is a cardinal number, and is used to show how many objects the word *boys* denotes. It is construed with the word *boys*, according to Rule V.

Ex. 2. *The American flag is beautiful.*

Parsing:—*The* is the definite article; it points out a particular object, and is joined to *flag*, according to Rule V.

American is a proper adjective, and restricts the application of the word *flag*, with which it is construed, according to Rule V.

Analyze and parse the following sentences:—

1. Every good student is diligent.
2. That beautiful bay horse is mine.
3. Few religious men are unhappy.
4. Several learned men were senators.
5. Other students are more studious.
6. Three interesting children died.

THE POSSESSIVE CASE. § 59. § 162. §§ 166-167.

What is *Case*?

Case is a change in the form of a noun or pronoun to express its relation to other words.

Learn the following rules and formulas:

Rule VI. *A noun or pronoun indicating the possession of an indefinite or previously mentioned object, takes the possessive form.*

Formula VI. *Species? Person? Number? Gender? Construction? Case? Rule VI.*

Rule VII. *A noun or pronoun placed before a noun to limit its application must be in the possessive case.*

Formula VII. *Species? Person? Number? Gender? Construction? Case? Rule VII.*

Learn the following models of analysis and parsing:—

Ex. 1. *Ye are Christ's.*

Parsing:—*Christ's* is a proper noun, of the third person, singular number, masculine gender, and is used to indicate the possession of an indefinite object, and is therefore in the possessive case, according to Rule VI.

Ex. 2. *John's hat is old.*

Analysis:—*John's hat is old* is a declarative sentence, of which *John's hat* is the subject, being complex, of which *hat* is the basis, modified by *John's*, an adjective element of the first class; *is old* is the predicate, of which *is* is the copula and *old*, the attribute.

Parsing:—*John's* is a proper noun, of the third person, singular number, masculine gender, is placed before the noun *hat* to limit its application, and must therefore be in the possessive case, according to Rule VII: *A noun or pronoun placed before a noun to limit its application must be in the possessive case.*

Analyze and parse the following sentences:

1. John's lessons are abstruse.
2. The man's hand was leprous.
3. The king's council was unanimous.
4. The nation's glory is great.
5. Peter's wife's mother was sick.
6. This is an anecdote of Franklin's.
7. Gay hope is theirs.
8. This is a picture of my father's.

THE COMPLEMENT OF VERBS. §§ 174-175.

What is a *Transitive* verb?

A **Transitive** verb asserts an act which affects or causes the object denoted by its subject.

What is the Complement of a verb?

The Complement of a verb is a noun or pronoun denoting:—

1. The *direct* or *passive* object; as, *John struck* WILLIAM.
2. The *indirect* object; as, *George gave* HIM *a book*.
3. The object of *effect*; as, *Jane wrote* a LETTER.
4. The object of *kindred meaning*; as, *He struck* a BLOW.

Learn the following rule and formula:

Rule VIII. *The Complement of a verb must be in the objective case.*

Formula VIII. *Species? Person? Number? Gender? Construction? Case? Rule VIII.*

Learn the following models of analysis and parsing:—

EX. 1. *William studies grammar.*

Analysis:—*William studies grammar* is a simple declarative sentence, of which *William* is the *subject* and *studies grammar* is the *predicate*, being complex, of which *studies* is the *basis*, modified by *grammar*, an objective element of the first class.

Parsing:—*Grammar* is a common noun, of the third person, singular number, neuter gender, and is construed as the complement of *studies*, and must therefore be in the objective case, according to Rule VIII: *The complement of a verb must be in the objective case.*

Analyze and parse the following sentences:—

1. Increasing stillness attended my way.
2. My barometer denoted an immense height.
3. The good wife sought her husband.
4. The young lawyer took his seat.
5. The despised apprentice became the profound lawyer.
6. Your young men shall dream dreams.
7. Retail merchants sell a great many goods.
8. Oblivion shall never shroud its splendor.
9. Liberty's everlasting flame shall guard it.
10. He was no mercenary adventurer.
11. Half our troubles are half our invention.
12. I have known deeper wrongs.

VERBS HAVING TWO COMPLEMENTS. § 409.

What verbs are followed by two complements?

Ask, bring, buy, build, carry, deny, dig, do, draw, envy, find, furnish, get, give, hand, hold, leave, lend, make, mend, order, offer, pass, play, present, promise, provide, pay, pour, proffer, refuse, sell, send, sing, show, strike, teach, tell, throw, and write.

What do these complements denote?

1. The *direct* and the *indirect* object.
2. The *direct* object and the object of *kindred* meaning.

Learn the following models of analysis and parsing:

EX. 1. *John gave* GEORGE A DOLLAR.

Analysis:—*John gave George a dollar* is a declarative sentence, of which *John* is the subject, and *gave George a dollar* is the predicate, being complex, of which *gave* is the basis, modified by *George*, an *indirect objective* element of the first class, and also by *a dollar*, a *direct objective* element of the first class, being complex, of which *dollar* is the basis, distributed by *a*, an *adjective* element of the first class.

Parsing:—*George* is a proper noun, of the third person, singular number, masculine gender, and is construed as the *indirect complement* after the verb *gave*, and must therefore be in the objective case, according to Rule VIII: *The complement of a verb must be in the objective case.*

Dollar is a common noun, of the third person, singular number, neuter gender, and is construed as the *complement of gave*, and must therefore be in the objective case, according to Rule VIII: *The complement of a verb must be in the objective case.*

EX. 2. *He struck* JOHN a severe BLOW.

Parsing:—*John* is a proper noun, of the third person, singular number, and masculine gender; it denotes the direct object, and is therefore in the objective case, according to Rule VIII.

Blow is a verbal noun, of the third person, singular number, neuter gender; it denotes the object of kindred meaning, and is therefore in the objective case, according to Rule VIII.

Analyze and parse the following sentences:

1. He made Charles a pair of shoes.
2. They sang us a song.
3. Mary, please get me a drink.
4. I will sell you the book for a dollar.
5. He asked James for his Dictionary.
6. They struck the enemy a sudden blow.

COMPLEMENTARY ATTRIBUTES. § 411.

What verbs take a complement and attribute after them?

Appoint, call, consider, constitute, create, elect, esteem, make, name, paint, reckon, regard, render, style, *and* think.

Learn the following models of analysis and parsing:—

Ex. 1. *They elected him president.*

Analysis:—This is a declarative sentence, of which *they* is the *subject*; *elected him president* is the predicate, being complex, of which *elected* is the *basis*, modified by *him president*, an objective element of the first class, being complex, of which *him* is the *basis*, modified by the complementary attribute *president*.

Parsing:—*Him* is a personal pronoun, of the third person, singular number, masculine gender. It is construed as the complement of *elected*, and must therefore be in the objective case, according to Rule VIII: *The complement of a verb must be in the objective case.*

President is a common noun, of the third person, and of the singular number, masculine gender, and objective case, to agree with *him*, according to Rule IV: *The attributive noun agrees in number, gender and case with the noun or pronoun denoting the same object.*

Ex. 2. *She dyed her shawl red.*

Parsing:—*Red* is a qualifying adjective, compared, *red, redder, reddest*, of the positive degree; it is used as the complementary attribute, and is joined to *shawl*, according to Rule V.

Analyze and parse the following sentences.

1. The people consider them impostors.
2. The Senate elected him clerk.
3. They constituted him their king.
4. He painted the door blue.
5. They make my miseries eternal.
6. They do not regard beauty necessary.
7. They called him John.
8. John made him happy.
9. I would esteem it a favor.
10. He reckoned himself rich.
11. They called him a learned man.
12. The queen made him a knight.

APPOSITIVES. §§ 177-179.

What is an Appositive?

A noun placed after a noun or pronoun to limit its application.

Learn the following rule and formula:—

Rule IX. *A noun placed after a noun or pronoun to limit its application, must be in the same number, gender and case.*

Formula IX. *Species? Person? Use? Number, gender and case? Agreement? Rule IX.*

Learn the following models of Analysis and Parsing:

Ex. 1. *Milton, the great English poet, was blind.*

Analysis:—*Milton, the great English poet, was blind*, is a declarative sentence, of which *Milton, the great English poet*, is the subject, being complex, of which *Milton* is the basis, modified by *the great English poet*, an adjective element of the first class, being complex, of which *poet* is the basis, marked definite by *the* and modified by *great* and *English*, adjective elements of the first class; *was blind* is the predicate, of which *was* is the copula, and *blind*, the attribute.

Parsing:—*Poet* is a common noun, of the third person, and is in the singular number, masculine gender, and nominative case, to agree with the noun *Milton*, which it identifies, according to Rule IX: *A noun placed after a noun or pronoun to limit its application, must be in the same number, gender and case.*

Analyze and parse the following sentences:—

1. Henry the Fourth was an excellent king.
2. The patriarch Abraham was accounted faithful.
3. The Emperor Nero was a cruel tyrant.
4. William the Conqueror defeated Harold, the Saxon king.
5. The disciple John was beloved.
6. The proto-martyr Stephen was a holy man.
7. We the people are the sovereigns.
8. The inhabitants, men, women, and children, were heroes.

CONSTRUCTION OF THE ADVERB. §§ 186-190.

What is the position of the adverb ?

1. After the copula ; as, *The apple is NOT ripe.*
2. After the present, past and future tenses of the common and progressive forms ; as, *He learns, learned and will learn RAPIDLY ; The sails were shaking VIOLENTLY.*
3. Before the participle in the perfect tenses and the passive form ; as, *I have NOT seen him ; This letter is ALMOST finished.*
4. Before the adverb, adjective, or preposition which it limits ; as, *She is VERY studious ; He was struck IMMEDIATELY above the eye.*
5. *Only, merely, else, alone* and *enough* follow the words which they modify ; as, *John ONLY has money ENOUGH ; He came MERELY to see me.*

Learn the following rule and formula :—

Rule X. *The Adverb must be construed with the word which it modifies.*

Formula X. *Species? Comparison? Degree? How used? Construction? Rule X.*

Learn the following models of analysis and parsing:—

EX. 1. *Good pupils study diligently.*

Analysis:—*Good pupils study diligently* is a declarative sentence, of which *good pupils* is the subject, being complex, of which *pupils* is the basis, modified by *good*, an adjective element of the first class; *study diligently* is the predicate, being complex, of which *study* is the basis, modified by *diligently*, an adverbial element of the first class.

Parsing:—*Diligently* is an adverb of manner, compared, *diligently, more diligently, most diligently*, of the positive degree, is used to show *how good pupils study*, and modifies *study*, with which it is construed, according to Rule X: *The adverb must be construed with the word which it modifies.*

Analyze and parse the following sentences:—

1. John writes beautifully.
2. Henry rose very early.
3. Willie will certainly come soon.
4. These apples are very good.
5. You will not soon be forgotten.
6. The cherries are not quite ripe.

NOUNS USED AS ADVERBS. §§ 191-192.

When is a noun used as an Adverb?

When it denotes quantity.

When is a noun modified by an Adverb?

When it denotes quantity.

Learn the following rule and formula:—

Rule XI. *The quantitative complement is in the objective case generally without a governing word.*

Formula XI. *Species? Person? Number? Gender? Construction? Case? Rule XI.*

Learn the following models of analysis and parsing:

Ex. 1. *The board is twelve feet long.*

Analysis:—*The board is twelve feet long* is a declarative sentence, of which *the board* is the subject, being complex, of which *board* is the basis, marked definite by *the*, an adjective element of the first class; *is twelve feet long* is the predicate, of which *is* is the copula, and *twelve feet long* is the attribute, being complex, of which *long* is the basis, modified by *twelve feet*, an independent adverbial element of the first class, being complex, of which *feet* is the basis, modified by *twelve*, an adjective element of the first class.

Parsing:—*Feet* is a common noun, of the third person, plural number, neuter gender, and is used as the *quantitative complement*, and must therefore be in the objective case, according to Rule XI: *The quantitative complement is in the objective case generally without a governing word.*

Ex. 2. *Six times five is thirty.*

Parsing:—*Times* is a common noun, of the third person, singular number, and neuter gender; it is used as an adverb, and modifies *five*, according to Rule X.

Analyze and parse the following sentences:—

1. John went home this morning.
2. The lady weighed ninety-nine pounds.
3. The army marched fifteen miles.
4. James walks dandy fashion.
5. His pantaloons are a world too wide.
6. He remained three years.

NOTE.—In *Anglo-Saxon*, the genitive (possessive) case is used to express adverbial relations. The word *times* is not a plural noun, but a singular noun in the genitive, used adverbially. So too *needs*, *whiles*, *nowadays*, &c.

ADJECTIVES USED AS ADVERBS. §§ 415-417.

When is a verb modified by an adjective?

When it asserts that the object denoted by its subject continues in a certain state or changes from one condition to another.

Is one adjective ever modified by another?

Sometimes a Qualifying adjective modifies a Participial adjective; as, *The DEEP-rooted mountains.*

Learn the following rule and formula:—

Rule XXIII. *A verb referring to the quality or condition of the object denoted by its subject, is modified by an adjective.*

Formula XXIII. *Species? Comparison? Use? Construction?*
Rule XXIII.

Learn the following models of analysis and parsing:—

Ex. *I feel sick.*

Analysis:—*I feel sick* is a declarative sentence, of which *I* is the subject, and *feel sick* is the predicate, being complex, of which *feel* is the basis, modified by the complementary adjective *sick*.

Parsing:—*Sick* is a qualifying adjective, compared, *sick, sicker, sick-est*, of the positive degree, is used to complete the meaning of the verb *feel*, which it modifies, according to Rule XXIII: *A verb referring to the quality or condition of the object denoted by its subject, is modified by an adjective.*

Analyze and parse the following sentences:—

1. Misfortunes never come single.
2. The weather continues stormy.
3. The patient feels comfortable this morning.
4. A good deed shall not go unrewarded.
5. The girl looked pale.
6. The expedition proved disastrous.
7. He has a deep-seated cough.

PREPOSITIONS. §§ 193-208.

What is a preposition?

A **Preposition** is a connective which joins words representing related things.

What is a preposition and its complement called?

If the preposition joins nouns or pronouns, it is called an adjective element of the second class; if it joins a noun or pronoun to a verb, it is called an adverbial element of the second class.

Learn the following rules and formulas:—

Rule XII. *A preposition connects words representing related things.*

Formula XII. *Species? Connects what words? Rule XII.*

Rule XIII. *The complement of a preposition must be in the objective case.*

Formula XIII. *Species? Person? Number? Gender? Construction? Case? Rule XIII.*

Learn the following models of analysis and parsing:—

Ex. 1. *A yell of indignation sounded on all sides.*

Analysis:—This is a declarative sentence, of which *A yell of indignation* is the subject, being complex, of which *yell* is the basis, modified (1) by *a*, an adjective element of the first class, and (2) by *of indignation*, an adjective element of the second class, of which *of* is the connective, and *indignation*, the objective part; *sounded on all sides* is the predicate, being complex, of which *sounded* is the basis, modified by *on all sides*, an adverbial element of the second class, of which *on* is the connective, and *all sides*, the objective part, being complex, of which *sides* is the basis, modified by *all*, an adjective element of the first class.

Parsing:—*Of* is a preposition, showing the relation between the THINGS *indignation* and *yell*, and connecting the words *yell* and *indignation*, according to Rule XII: *A preposition connects words representing related things.*

Indignation is a verbal noun, of the third person, singular number, neuter gender; it is construed as the complement of the preposition *of*, and must therefore be in the objective case, according to Rule XIII: *The complement of a preposition must be in the objective case.*

Analyze and parse the following sentences:—

1. Mary went from New York to Norfolk in the cars.
2. The anchor clung to the rock with tenacity.
3. I kept my eye upon the receding mass of ice.
4. We ran to the dark spot in the centre of the mass.
5. A movement of the tide set the ice in motion.
6. Thou hast kept thy word with me to the last moment.

PARTICLES AND EXCLAMATIVES. §§ 429-440.

What are *Particles*?

Words used to express emotion, euphony or emphasis.

What parts of speech are *Particles*?

Interjections, Expletives and Intensives.

Learn the following rules and formulas:—

Rule XXIV. *A noun or pronoun used absolutely or independently, must be in the nominative case.*

Formula XXIV. *Species? Person? Number? Gender? Construction? Case? Rule XXIV.*

Rule XXV. *Particles and independent elements have no grammatical relation to other words.*

Formula XXV. *Species? Use? Rule XXV.*

Learn the following models of analysis and parsing:—

Ex. 1. *Mighty victor, mighty lord,*

Low on his funeral couch he lies!

Analysis:—This is an exclamative sentence, of which *he* is the subject, and *lies low on his funeral couch* is the predicate, being complex, &c. *Mighty victor, mighty lord* are used exclamatively to indicate the person addressed.

Parsing:—*Victor* is a common noun, of the second person, singular number, masculine gender, and is used as an exclamative, and must therefore be in the nominative case, according to Rule XXIV: *A noun or pronoun used absolutely or independently, must be in the nominative case.*

Lord is a common noun, and is parsed like *victor*.

Ex. 2. *There is a God.*

Analysis:—*There is a God* is a declarative sentence, of which *a God* is the subject, being complex, of which *God* is the basis, distributed by *a*, an adjective element of the first class; *there is* is the predicate, of which *there* is an expletive.

Parsing:—*There* is an expletive, a word used to render the sentence more euphonic, and has no grammatical relation to the other words in the sentence, according to Rule XXV: *Particles and independent elements have no grammatical relation to other words.*

Analyze and parse the following sentences:—

1. Even in their ashes live their wonted fires.
2. I sit me down a pensive hour to spend.
3. I think there is a knot of you
Beneath that hollow tree.
4. The moon herself is lost in heaven.
5. Alas! alas! fair Inez.
6. John has his own book.

IMPERATIVE SENTENCES. § 304. §§ 443-444.

Learn the following models of analysis and parsing:—

EX. 1. *Thy kingdom come.*

Parsing:—*Kingdom* is a common noun, of the third person, singular number, neuter gender, and is construed as the subject of *come*, and is therefore in the nominative case, according to Rule I.

Come is an intransitive verb, principal parts, *come, came, come*, of the strong conjugation, imperative mode, present tense, imperative form, and of the third person, singular number, to agree with its subject, *kingdom*, according to Rule II.

EX. 2. *Woe worth the day.*

Parsing:—*Woe* is parsed like *kingdom*.

Worth is an intransitive verb, used only in the imperative; it is of the third person singular, to agree with its subject, *woe*, according to Rule II.

EX. 3. *John, bring me the book.*

Parsing:—*John* is a proper noun, of the second person, singular number, masculine gender, and is used to denote the object addressed, and is therefore in the nominative case, according to Rule XXIV or Rule I.

Bring is a transitive verb, principal parts, *bring, brought, brought*, of the weak conjugation, imperative mode, present tense, imperative form, and of the second person singular, to agree with its subject *John*, according to Rule II.

Analyze and parse the following sentences:—

1. Fall he that must beneath his rival's arms,
And live the rest secure of future harms.
2. Woe worth the chase! Woe worth the day!
3. Ruin seize thee, ruthless king!
Confusion on thy banners wait!
4. For me, when I forget the darling theme,
Whether the blossom blows, the Summer ray
Russets the plain, inspiring Autumn gleams,
Or Winter rises in the blackening East—
Be my tongue mute, my fancy paint no more,
And dead to joy, forget my heart to beat.

INTERROGATIVE SENTENCES. §§ 306-310. § 412.

In what ways is inquiry denoted ?

1. By placing the subject after the verb or auxiliary.
2. By the interrogative pronouns, *who, whose, whom; which, and what.*
3. By the interrogative adjectives, *which and what.*
4. By the interrogative adverbs, *where, whither, whence; when, why and how.*

Learn the following models of analysis and parsing :—

EX. 1. *Did he go? Yes.*

Analysis :—This is a simple interrogative sentence, of which *he* is the subject, and *did go* the predicate, modified by the responsive participle *yes*.

Parsing :—*Yes* is an Intensive, and has no grammatical relation to the other words in the sentence, according to Rule XXV.

REMARK.—*Yes* is usually parsed as an adverb of modality by Rule X.

EX. 2. *Whom did you see? John.*

Parsing :—*John* is a proper noun, of the third person, and is of the singular number, masculine gender and objective case, to agree with *whom*, to which it is responsive, according to Rule IX: *A noun placed after a noun or pronoun to limit its application, must be in the same number, gender and case.*

EX. 3. *Where do you live? In Philadelphia.*

Analysis :—*In Philadelphia* is an adverbial phrase of place; it is part of an abridged sentence, but may be parsed as modifying the adverb *where*. (Rule X.)

Analyze and parse the following sentences :—

1. Canst thou by searching find out God?
2. Was John Howard a benevolent man?
3. Where are you going? To St. Louis.
4. What book are you reading? David Copperfield.
5. Whose farm is that? Mr. Rigler's.
6. How shall we cross the river? On the boat.

PRONOUNS. §§ 62-78.

How many kinds of Pronouns are there?

Five; Personal, Indefinite, Reciprocal, Partitive and Con-junctive.

What kind of pronouns are given on page 19?

Simple Personal Pronouns.

What other kinds of Personal pronouns are there?

Compound Personal Pronouns and Adjectival Personal Pronouns.

Repeat the Compound Personal Pronouns:

	<i>First Person.</i>	<i>Second Person.</i>	<i>Third Person.</i>
<i>Singular.</i>	Myself, ourself	thyself, yourself	himself, herself, itself
<i>Plural.</i>	Ourselves	yourselves	themselves

Repeat the Adjectival Personal Pronouns:

	<i>First Person.</i>	<i>Second Person.</i>	<i>Third Person.</i>
<i>Singular.</i>	Mine	thine	his, hers, its
<i>Plural.</i>	Ours	yours	theirs

What is an Indefinite pronoun?

An Indefinite pronoun represents a general conception.

What words are used as Indefinite pronouns?

One, one's-self, none, it *and* they.

What words are Reciprocal pronouns?

Each other (referring to two persons); *and* one another, (referring to more than two persons).

What are Partitive pronouns?

Words denoting objects in the relation of whole and parts.

Give examples.

Some remained, but *others* left.

Learn the following Paradigm of pronouns:—

	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative.</i>	One	ones	another	other	others
<i>Possessive.</i>	One's	ones'	another's	other's	others'
<i>Objective.</i>	One	ones	another	other	others

Select the pronouns from the following sentences and tell their kind:

1. The book is not mine, and I cannot lend it.
2. They fled, some, one way; others, another.
3. They say he is a man who minds his own business.
4. One sows; another reaps.
5. His neighbors lost all their property.
6. John lost his book and her slate.
7. Fear not; it is I.
8. It rains; it snows; it hails; it freezes.

SYNTAX OF PRONOUNS.

Learn the following rule and formula:—

Rule III. *The pronoun must be in the same person, number and gender as the name of the object which it represents.*

Formula III. *Species? Person? Number? Gender? Rule III. Construction? Case? Rule.*

Learn the following models of analysis and parsing:—

EX. 1. *He hurt himself.*

Parsing:—*Himself* is a compound personal pronoun, of the third person, singular number and masculine gender, to agree with *he*, according to Rule III: *The pronoun must be in the same person, number and gender as the name of the object which it represents.* It is construed as the complement of *hurt*, and must therefore be in the objective case, according to Rule VIII.

EX. 2. *The book is mine.*

Parsing:—*Mine* is an adjectival personal pronoun, of the first person, singular number, masculine (or feminine) gender; it is used with *is* to form the predicate, and is construed with *book*, according to Rule V.

REMARK.—The Adjectival Personal pronouns denote possession as words, not as cases.

EX. 3. *Love one another.*

Parsing:—*One another* is a Reciprocal pronoun, of the third person, singular number, masculine gender, and is construed as the complement of the verb *love*, and must therefore be in the objective case, according to Rule VIII.

EX. 4. *One should be true to one's friend.*

Parsing:—*One* is an Indefinite pronoun, of the third person, singular number, masculine gender, and is construed as the subject of the verb *should be*, and must therefore be in the nominative case, according to Rule I.

One's is parsed by Rule VII.

Analyze and parse the following sentences:—

1. One should not get angry at one's friend.
2. Their little ones were exposed.
3. James and Henry help each other.
4. Gay hope is theirs.
5. They say that he is very rich.
6. Some left, but others remained.

SUBSTANTIVE CLAUSES. §§ 353-359.

What is a Clause?

A Sentence used as part of another sentence.

Of what does a Clause consist?

Of a Connective, a Subject, and a Predicate.

What words are used as Substantive Connectives?

Compound Relative Pronouns, Substantive Conjunctions, and Interrogatives.

Repeat the Compound Relative Pronouns: §§ 337-340.

	<i>Sing. & Plur.</i>	<i>Sing. & Plur.</i>	<i>Sing. & Plur.</i>
<i>Nominative.</i>	Whoever	whichever	what whatever
<i>Possessive.</i>	Whosever	_____	_____
<i>Objective.</i>	Whomever	whichever	what whatever

REMARK.—Sometimes *soever* is used instead of *ever*, and sometimes both *ever* and *soever* are omitted.

Mention the Substantive Conjunctions.

That, that not, but, but that, *and* whether.

Mention the Interrogative Pronouns: §§ 341-342.

Who, whose, whom, which, *and* what.

Mention the Interrogative Adjectives: § 136. 2.

Which *and* what.

Mention the Interrogative Adverbs: § 344.

Where? whither? whence? When? why? *and* how?

What relations do substantive clauses express?

1. The relation of Subject; as,

- (a.) WHAT IS THOROUGHLY UNDERSTOOD, *is easily described.*
- (b.) THAT THE EARTH IS A SPHERE, *is susceptible of proof.*
- (c.) WHY HE RESIGNED, *is not known.*

2. The relation of Attribute; as,

- (a.) *The only wonder is,* THAT ONE HEAD CAN CONTAIN IT ALL.
- (b.) *Life is* WHAT WE MAKE IT.

3. The relation of Complement; as,

- (a.) *You now see* WHY HE DID NOT COME.
- (b.) WHOMSOEVER THE BISHOP APPOINTS, *the church will receive.*
- (c.) *I will not object to* WHAT IS REASONABLE.

4. The relation of Appositive; as,

- (a.) *The question,* CAN HE SUCCEED? *is now discussed.*
- (b.) *One truth is clear:* WHATEVER IS, IS RIGHT.

COMPLEX SENTENCES. § 317.

What is a Complex sentence?

A Sentence one of whose elements is another sentence.

Learn the following rule and formula:—

Rule XIV. *A Substantive Connective introduces the clause of which it forms a part.*

Formula XIV.

(1.) If a Conjunction. *Species? Use? Introduces what? Rule XIV.*

(2.) If an Interrogative Adverb? *Species? Use? Modifies what? Rule X. Introduces what? Rule XIV.*

(3.) If an Interrogative Adjective. *Species? Reference? Construction? Rule V. Use? Introduces what? Rule XIV.*

(4.) If an Interrogative or Compound Relative Pronoun. *Species? Person, number and gender? To agree with what? Rule III. Construction? Case? Rule VII, X, or XIII. Use? Introduces what? Rule XIV.*

Learn the following models of analysis and parsing:

Ex. 1. *Whether he can finish the work, is doubtful.*

Analysis:—This is a complex declarative sentence, of which the substantive clause, *whether he can finish the work*, is the subject, of which *whether* is the connective, *he* the subject, and *finish the work* the predicate, being complex, of which *finish* is the basis, modified by *the work*, an objective element, &c.; *is doubtful* is the predicate of the principal clause, of which *is* is the copula, and *doubtful*, the attribute.

Parsing:—*Whether* is a substantive conjunction, is used as a substantive connective, and introduces the clause of which it forms a part, according to Rule XIV: *A substantive connective introduces the clause of which it forms a part.*

Analyze and parse the following sentences:—

1. Will you tell me where you have been?
2. The farmer declared that his watch had gained half-an-hour.
3. I will not deny what I said.
4. Know that in the soul are many lesser faculties
5. Whosoever will come, may come.
6. I will not object to what is reasonable.

RELATIVE CLAUSES. §§ 334-336. §§ 360-363.

What is a *Relative Pronoun*?

A **Relative Pronoun** is a pronoun which represents the same object as some preceding word in the same sentence to which it connects, as a modifier, the clause of which it forms a part.

What words are Relative Pronouns?

Nom. Who, *pos.* whose, *obj.* whom; which, that, and as.

What words are used as Subordinate Connectives?

Relative Pronouns, Subordinate Conjunctions, and Con-junctive Adverbs.

Learn the following rule and formula:—

Rule XV. *A Subordinate Connective joins the clause of which it forms a part to the word which the clause modifies.*

Formula XV. *Species? Person, number and gender? Rule III. Construction? Case? Rule? Use? Connects what? Rule XV.*

Learn the following models of analysis and parsing:—

Ex. 1. *The man who escapes censure, is fortunate.*

Analysis:—This is a complex declarative sentence, of which *the man who escapes censure* is the subject, being complex, of which *man* is the basis, distributed by *the*, an adjective element of the first class, and modified by the relative clause *who escapes censure*, an adjective element of the third class, of which *who* is the connective and subject, and *escapes censure*, the predicate, being complex, of which *escapes* is the basis, modified by *censure*, an objective element of the first class.

Parsing:—*Who* is a relative pronoun, of the third person, singular number, masculine gender, to agree with the name of an object of like qualities present to the mind, according to Rule III. It is construed as the subject of *escapes*, and must therefore be in the nominative case, according to Rule I. (*Repeat the Rule.*) It joins the clause *who escapes danger*, of which it forms a part, to the word *man*, which the clause modifies, according to Rule XV: *A subordinate connective joins the clause of which it forms a part to the word which the clause modifies.*

Analyze and parse the following sentences:—

1. He whom I loved, is dead.
2. The man whose arm was broken, is my friend.
3. Those who labor, shall be rewarded.
4. His praise is lost who waits till all commend.
5. O Thou, who driest the mourner's tears.
6. I am a man who is under authority.

CONDITIONAL SENTENCES. §§ 364-367.

What is a Conditional Clause ?

A Clause introduced by *if, unless, except, and provided that.*

What is a Concessive Clause ?

A Clause introduced by *although, however, notwithstanding, and though.*

What is a Conditional sentence ?

A Sentence containing a Conditional or Concessive Clause.

How are Conditional and Concessive Clauses used ?

1. To express a real condition ; as, *If this is treason, make the most of it.*

2. To express a condition which may be realized ; as, *If he be studious, he will improve.*

3. To express the denial of a supposition ; as, *If he were careful, he would succeed.*

4. To express future contingency ; as, *If he shall proceed, he will attain his object.*

5. To express a mere wish or conclusion ; as, *O that I were prepared to die !*

Learn the following models of analysis and parsing :—

Ex. *Though he slay me, yet will I serve him.*

Analysis :—This is a conditional sentence, of which *though he slay me* is the subordinate clause (*protasis*), of which *though* is the connective, *he*, the subject, and *slay me*, the predicate, being complex, of which *slay* is the basis, modified by *me*, an objective element of the first class ; *yet will I serve him* is the principal clause, of which *yet* is a correlative referring to *though*, *I* is the subject, and *will serve him* is the predicate, being complex, of which *will serve* is the basis, modified by *him*, an objective element of the first class.

Parsing :—*Though* is a concessive conjunction, is used to introduce the subordinate clause, which it connects to the subject of the principal clause, according to Rule XV : *A subordinate connective joins the clause of which it forms a part to the word which the clause modifies.*

Yet is a correlative, it is used to express antithesis, but has no grammatical relation to the other words in the sentence, according to Rule XXV : *Particles and independent elements have no grammatical relation to other words.*

Analyze and parse the following sentences :—

1. Though I were perfect, I would not presume.
2. Had you come early, I would have accompanied you.
3. Unless he improves himself, he will never be successful.
4. Though he is high, he has respect to the lowly.

FINAL AND CAUSAL CLAUSES. §§ 368-371.

What does a Final Clause express?

A **Final** Clause expresses the *aim, end, motive* or *purpose* with which an act is performed.

What does a Causal Clause express?

A **Causal** Clause expresses an inference or a reason.

Learn the following models of analysis and parsing:—

Ex. 1. *Ye will not come unto me, that ye may have life.*

Analysis:—This is a complex declarative sentence, of which *ye* is the subject, *will not come, &c.*, is the predicate, being complex, of which *will come* is the basis, modified (1) by *not*, (2) by *unto me*, and (3) by the Final Clause, *that ye may have life*, an adverbial element of the third class, of which *that* is the connective, *ye*, the subject, &c.

Parsing:—*That* is a Final Conjunction, is used as a subordinate connective, and joins the clause of which it forms a part to the word *come*, which the clause modifies, according to Rule XV: *A subordinate connective, &c.*

Ex. 2. *We hate some persons, because we do not know them.*

Analysis:—This is a complex declarative sentence, of which *we* is the subject, and *hate, &c.*, the predicate, being complex, of which *hate* is the basis, modified (1) by *some persons, &c.*, (2) by the Causal clause, *because we do not know them*, an adverbial element of the third class, of which *because* is the connective, *we*, the subject, &c.

Parsing:—*Because* is a Causal Conjunction, used as a subordinate connective, and joins the clause of which it forms a part to the word *hate*, according to Rule XV. (*Repeat the Rule.*)

Analyze and parse the following sentences:—

1. He visited the springs, that he might improve his health.
2. I will send you a history of Rome, that you may examine it.
3. I have brought you this passage, that you may explain it.
4. You were happy to-day, because you were good.
5. Ye receive me not, because ye know him not.
6. Since the soil has been enriched, the corn will grow.

LOCAL CLAUSES. § 372-373.

What do Local Clauses express ?

Local Clauses express various relations of place.

By what words are Local Clauses introduced ?

By Conjunctive Adverbs of Place.

Mention the Conjunctive Adverbs of Place.

1. *As far as, as long as, farther than, where, and wherever,* denote POSITION.
2. *Whither and whithersoever* denote DIRECTION.
3. *Whence* denotes ORIGIN.

Learn the following models of analysis and parsing:—

Ex. 1. *I will go, whither you direct.*

Analysis:—This is a complex declarative sentence, of which *I* is the subject, and *will go, &c.*, is the predicate, being complex, of which *will go* is the basis, modified by the Local Clause, *whither you direct*, an adverbial element of the third class, of which *whither* is the connective, *you*, the subject, and *direct*, the predicate.

Parsing:—*Whither* is a conjunctive adverb of place, is used as a subordinate connective, and joins the clause of which it forms a part to the word *go*, which the clause modifies, according to Rule XV. (*Repeat the Rule.*) It also modifies *direct*, with which it is construed, according to Rule X. (*Repeat the Rule.*)

Analyze and parse the following sentences:—

1. Where your treasure is, there will your heart be also.
2. Whither I go, ye cannot come.
3. The eagle makes his home where savage nature dwells.
4. Where the carcass is, there will the eagles be gathered.
5. Whither thou goest, thither will I follow.
6. He went as far as he could.

TEMPORAL CLAUSES. §§ 374-376.

What do Temporal Clauses express?

Temporal Clauses express the various relations of Time.

Mention the Conjunctive Adverbs of Time.

1. *As, as soon as, when, whenever, before, ere, and after*, denote a POINT OF TIME.

2. *As long as, while, whilst, since, till, and until*, denote a PERIOD OF TIME.

3. *As frequently as, and as often as*, denote FREQUENCY.

Learn the following models of analysis and parsing:—

EX. 1. *Cromwell followed little events before he ventured to govern great ones.*

Analysis:—This is a complex declarative sentence, of which *Cromwell* is the subject, *followed*, &c., is the predicate, being complex, of which *followed* is the basis, modified (1) by *little events*, an objective element of the first class, &c., and (2) by the Temporal Clause, *before he ventured to govern great ones*, an adverbial element of the third class, of which *before* is the connective, *he*, the subject, and *ventured to govern great ones*, the predicate, being complex, of which *ventured to govern* is the basis, modified by *great ones*, an objective element, &c.

Parsing:—*Before* is a Conjunctive Adverb of Time, used as a subordinate connective, and joins the clause of which it forms a part to the word *followed* which the clause modifies, according to Rule XV. (*Repeat the Rule.*) It also modifies *ventured*, with which it is construed, according to Rule X. (*Repeat the Rule.*)

Ones is an Indefinite pronoun, of the third person, plural number and neuter gender, to agree with *events* which represents similar objects, according to Rule III. (*Repeat the Rule.*) It is construed as the complement of *govern*, and must therefore be in the objective case, according to Rule VIII. (*Repeat the Rule.*)

Analyze and parse the following sentences:—

1. I left before they came.
2. They came as soon as they could.
3. When Spring comes, the flowers bloom.
4. The books were forwarded as they were received.
5. There was good order while we remained.
6. He greets me warmly as often as he sees me.

MODAL CLAUSES. §§ 377-378.

What do Modal Clauses express?

Modal Clauses express *Correspondence*, *Consequence*, and *Comparison*.

Mention the Conjunctive Adverbs expressing Correspondence and Consequence.

1. *Correspondence*.

1. With a verb or adjective, viz: **As; just as; so—as.**
2. With a noun or pronoun, viz: **Save; such—as; same—as.**

2. *Consequence*.

1. With a verb or adjective, viz: **So—that.**
2. With a noun or pronoun, viz: **Such—that.**

Learn the following models of analysis and parsing:—

Ex. 1. *Willie, read so that we can hear you.*

Analysis:—This is a complex imperative sentence, of which *Willie* is an independent element, being the name of the object addressed; *read*, &c., is the predicate, being complex, of which *read* is the basis, modified by the modal clause of consequence, *so that we can hear you*, an adverbial element of the third class, of which *so that* is the connective, *we*, the subject, and *can hear you*, the predicate, being complex, of which *can hear* is the basis, modified by *you*, an objective element of the first class.

Parsing:—*So that* is a conjunctive adverb of consequence, and modifies *hear*, with which it is construed, according to Rule X. (*Repeat the Rule.*) It is used to join the clause of which it forms a part to the word *read* which the clause modifies, according to Rule XV. (*Repeat the Rule.*)

Analyze and parse the following sentences:—

1. As are blossoms in Spring, so are hopes in youth.
2. There was such a noise that I could not hear.
3. Just as the twig was bent, the tree inclined.
4. James was so frightened that he could not move.
5. They employed such men as they could obtain.
6. Moses built the tabernacle as he was commanded.

MODAL CLAUSES OF COMPARISON. §§ 377-378.

Mention the Conjunctive Adverbs of Comparison.

1. *As—as; not so—as*, denote EQUALITY.
2. *Than; more—than*, denote GREATER INEQUALITY.
3. *Than; less—than*, denote LESSER INEQUALITY.
4. *The—the; the—so much the*, denote PROPORTIONATE EQUALITY.

Learn the following models of analysis and parsing:—

Ex. 1. *The science of mathematics performs more than it promises.*

Analysis:—This is a complex declarative sentence, of which *the science of mathematics* is the subject, &c.; *performs more than it promises* is the predicate, being complex, of which *performs* is the basis, modified ⁽¹⁾ by *more*, an independent adverbial element of the first class, and ⁽²⁾ by the modal clause of greater inequality, *than it promises*, an adverbial element of the third class, of which *than* is the connective, *it*, the subject, and *promises*, the predicate.

Parsing:—*Than* is a conjunctive adverb of manner, expressing greater inequality, and modifies *promises*, with which it is construed, according to Rule X. (*Repeat the Rule.*) It joins the clause of which it forms a part to the word *performs*, which the clause modifies, according to Rule XV. (*Repeat the Rule.*)

Ex. 2. *The more an avaricious man has, the more he wants.*

Parsing:—*The* is the definite article, is used to show that *more* is taken in a general sense, and is joined to *more*, according to Rule V.

More is a common noun, of the third person, singular number, neuter gender; it is construed as the quantitative complement, and must therefore be in the objective case, according to Rule XI.

Analyze and parse the following sentences:—

1. The more I use the book, the better I like it.
2. Gravity is less wise than it appears.
3. It costs much less than you suppose.
4. The more we acquire, the more we want.
5. John always does as he is directed.
6. This room is better furnished than any other in the house.

COMPOUND SENTENCES. §§ 379-384.

How are Co-ordinate Conjunctions used ?

- a. If there is similarity of thought, a **Copulative** conjunction (§ 331, a) is used; as, *The heavens declare the glory of God AND the firmament showeth his handiwork.*
- b. If there is contrast of thought, an **Adversative** conjunction (§ 331, b) is used; as, *Talent is complimented BUT tact is rewarded.*
- c. If the sentence expresses identity or difference, an **Alternative** conjunction (§ 331, c) is used; as, *He is EITHER very crafty OR he lacks good judgment.*

REMARK.—When the connection of thoughts is close, or one or all are to be emphatic, a connective is used in each clause or member, the one in the first part being called the *correlative*.

Learn the following rule and formula:—


Rule XVI. *Coördinate Conjunctions join similar clauses and elements of the same nature, class and construction.*

Formula XVI. *Species? Use? Connects what? Rule XVI.*

Learn the following models of analysis and parsing:—

Ex. 1. NOT ONLY can the student gain no lofty improvement without labor, BUT without it no one can gain a tolerable happiness.

Analysis:—This is a compound sentence consisting of two co-ordinate clauses, connected by the copulative conjunction BUT. (§ 331, a.)

 Analyze each clause separately.

Parsing:—*Not* only is a correlative, relates to *but*, renders the first clause emphatic, but has no grammatical relation to other words, according to Rule XXV. *Particles* have no grammatical relation to other words.

But is a copulative conjunction, is used to join clauses or elements expressing similarity of thought, according to Rule XVI. (*Repeat the Rule.*)

Analyze and parse the following sentences:—

1. Clara sings and Florence plays.
2. Life is short and art is long.
3. Washington was a good and wise man.
4. John and William draw and paint.
5. She plays and sings very well.
6. Adams and Jefferson died on the same day.

VERBS WITH COMPOUND SUBJECTS. §§ 385-387. § 420.

Learn the following rule and formula:—

Rule XVII. *A VERB having a COMPOUND SUBJECT agrees in PERSON with the MOST WORTHY, and in NUMBER according to SIGNIFICATION.*

Formula XVII. *Species? Principal Parts? Conjugation?
Mode? Tense? Form? Agreement?
Rule XVII.*

Learn the following models of analysis and parsing:—

Ex. 1. *James, Henry and George study grammar and history.*

Analysis:—This is a simple declarative sentence, of which *James, Henry and George* is the subject, being **compound**, of which *and* is the connective, and *James, Henry and George*, the **co-ordinate** parts; *study grammar and history* is the predicate, being complex, of which *study* is the basis, modified by *grammar and history*, an objective element of the first class, being **compound**, of which *and* is the connective and *grammar and history* the **co-ordinate** parts.

Parsing:—*Study* is a transitive verb (§ 83), principal parts, *study, studied, studied*; of the weak conjugation, indicative mode, present tense, common form, and must be in the third person, plural number, to agree with its compound subject, according to Rule XVII: *A verb having a compound subject agrees in person with the most worthy, and in number according to signification.*

Ex. 2. *The saint, the father, and the husband prays.*

Parsing:—*Prays* is an intransitive verb, &c., and is of the third person singular, to agree with its subject, which is singular in signification, since the words *saint, father, and husband* represent the same object under different aspects, according to Rule XVII. *A verb having a compound subject agrees in person with the most worthy, and in number according to signification.*

Analyze and parse the following sentences:—

1. Every insect and every bird was hushed.
2. Neither the captain nor the sailors were saved.
3. His meat was locusts and wild honey.
4. This metaphor and metamorphosis of words is curious.
5. All order, all subordination, all unanimity, was lost.
6. There is a wonderful splendor, variety, and luxuriance in the vegetation of those quick and ardent climates.

PRONOUNS WITH COMPOUND ANTECEDENTS. § 385-387.

Learn the following rule and formula:—

Rule XVIII. *A PRONOUN having a COMPOUND ANTECEDENT agrees in PERSON and GENDER with the MOST WORTHY, and in NUMBER according to SIGNIFICATION.*

Formula XVIII. *Species? Person, Number and Gender? Agreement? Rule XVIII. Construction? Case? Rule.*

NOTE.—Grammarians generally say that verbs and pronouns having compound subjects, agree with the most worthy in person and gender. The *first* person is regarded as more worthy than the *second* or *third*, and the *second*, than the *third*; and the *masculine* gender is regarded as more worthy than the *feminine* or *neuter*, the *feminine* than the *neuter*.

Learn the following models of parsing:—

Ex. 1. *Thou and thy sons with thee shall bear the iniquity of your priesthood.*

Parsing:—*Your* is a personal pronoun, of the second person, plural number, masculine gender, to agree with its compound antecedent, *thou and thy sons*, according to Rule XVIII: *A pronoun having a compound antecedent agrees in person and gender with the most worthy, and in number according to signification.*

Ex. 2. *James or his sister was destroying his cap.*

Parsing:—*His* is a personal pronoun, of the third person, singular number and masculine gender, to agree with the name of an object of like qualities (*either James or some one else mentioned before*), according to Rule XVIII. (*Repeat the Rule.*) It is placed before *cap* to limit it, and must therefore be in the possessive case, according to Rule VII. (*Repeat the Rule.*)

Analyze and parse the following sentences:—

1. Each day and each hour brings its own duties and trials.
2. Each woman and each child lost her liberty.
3. *They* (the Passions) *snatched her* (Music's) *instruments of sound*; (for,) *each would prove HIS own expressive power.*
4. *Then shalt thou bring forth that man or that woman unto thy gate, and shalt stone THEM with stones till they die.*

AGREEMENT OF VERBS AND PARTITIVES.

§§ 419 & 422.

What words are Partitives?

All, any, enough, half, third, fourth (&c.), mass, more, most, none, part, per cent., plenty, portion, proportion, quarter, remainder, remnant, rest, some, whole, worth.

How are these words used?

As these words generally express quantity in its extensiveness, the idea of number does not inhere in them. If part of one object or one mass is meant, the verb should be singular; but if part of several objects or masses is meant, the verb should be plural; as,—

1. *Most of the WORK WAS well done.*
2. *Most of the new STUDENTS ARE males.*
3. *Three-fourths of the MEN WERE discharged.*
4. *Three-fourths of the MONEY WAS returned.*
5. *All of THEM WERE present.*
6. *All of IT IS ours.*

Learn the following models of analysis and parsing:—

Ex. 1. *Three-fourths of his property was destroyed.*

Analysis:—This is a simple declarative sentence, of which *Three-fourths of his property* is the subject, being complex, of which *three-fourths* is the basis, modified by the complementary phrase, *of his property*, of which *of* is the connective, and *his property* the objective part, being complex, of which *property* is the basis, modified by *his*, an adjective element of the first class. *Was destroyed* is the predicate.

Parsing:—*Three-fourths* is a partitive, and expresses a distinct part of the object represented by the basis of the complementary phrase, *of his property*; it is construed as the subject of *was destroyed*, according to Rule I.

Was destroyed is singular, to agree with *three-fourths*, which designates a distinct part, according to Rule II.

Analyze and parse the following sentences:—

1. A portion of our cavalry were dismounted.
2. There is plenty of corn in market.
3. \$2,000,000's worth of bonds were negotiated.
4. Part of the massive walls remain.
5. There are plenty of good words which were never in a dictionary.

SYNTAX OF THE INFINITIVE. §§ 228 & 406.

How are Infinitives used?

1. As nouns to denote the act or state expressed by the verb; as,
To THINK *is* TO ACT; To BE LOVED *makes not* TO LOVE *again*.
2. To denote purpose or aim; as, *He went* TO SEE *his friend*; *He came* TO SEEK *the lost*.
3. To express futurity; as, *He is* TO GO *to-morrow*; *The day is* TO ARRIVE.

Learn the following rules and formulas:—

Rule XIX. *The SUBJECT of the Infinitive must be in the OBJECTIVE CASE; as, He told HIM to go.*

Formula XIX. *Species? Person? Number? Gender? Construction? Case? Rule XIX.*

Rule XXII. *An Infinitive or Participle used to abridge a clause depends on the word denoting the object of which it asserts an act or state: as, I saw him FALL; He tries TO LEARN; Truth, CRUSHED to earth, shall rise again.*

Formula XXII. *Species? Principal Parts? Conjugation? Form and Condition? Reference? Dependence? Rule XXII.*

Learn the following models of analysis and parsing:—

EX. 1. *To love is pleasant.*

Parsing:—*To love* is a verbal noun, of the third person, singular number, neuter gender, and is construed as the subject of *is*, and must therefore be in the nominative case, according to Rule I.

EX. 2. *The general sent him to reconnoiter.*

Analysis:—This is a complex categorical proposition, of which *the general* is the subject, being complex, &c.; *sent him to reconnoiter* is the predicate, being complex, of which *sent* is the basis, modified by *him to reconnoiter*, an abridged adverbial element of the third class, of which the connective is omitted, the subject is changed to the objective form, and the verb to the infinitive form.

Parsing:—*Him* is a personal pronoun, of the third person, singular number, masculine gender, it is construed as the subject of the infinitive, *to reconnoiter*, and must therefore be in the objective case, according to Rule XIX: *The subject of the infinitive must be in the objective case.*

To reconnoiter is a transitive verb, principal parts, *reconnoiter, reconnoitered, reconnoitered*; of the weak conjugation; it is the present active infinitive, and refers to *him* on which it depends, according to Rule XXII: *An Infinitive or Participle used to abridge a clause, depends on the word denoting the object of which it asserts an act or state.*

Analyze and parse the following sentences:—

1. Time to come is called future.
2. He went to visit his brother.
3. He was too sick to sit up.
4. The cavalry were sent to reconnoiter.
5. To be good is to be happy.
6. He was desirous to go.

SYNTAX OF PARTICIPLES. § 229. §§ 404-407.

How are Participles used?

1. As Gerunds or Verbal nouns; as, *STEALING is base*; *KEEPING one's wealth is more difficult than ACQUIRING it*.
2. As Participial adjectives; as, *A LEARNÉD man*; *An ADVANCING army*.
3. With the auxiliaries *have* and *be* to conjugate the finite verb; as, *He has BEEN LOVING*; *He was LOVED*.

REMARK.—The Present participle, in its gerund sense, is frequently used as an adjective to express the purpose of the object denoted by the noun which it modifies; as, *A LABORING day*—a day for *LABORING*; *A CHURCH-GOING bell*—a bell for *CHURCH-GOING*.

Learn the following rules and formulas:—

Rule XX. *The SUBJECT of a PARTICIPLE, GOVERNED BY A PREPOSITION, must be in the POSSESSIVE case.*

Formula XX. *Species? Person? Number? Gender? Agreement? (Rule III.) Construction? Case? Rule XX.*

Rule XXI. *The SUBJECT of the COMPLEMENTARY participle must be in the OBJECTIVE case.*

Formula XXI. *Species? Person? Number? Gender? Agreement? Rule III. Construction? Case? Rule XXI.*

Learn the following models of analysis and parsing:—

Ex. 1. *I heard of his coming.*

Analysis:—*I heard of his coming* is a complex declarative sentence, of which *I* is the subject, and *heard of his coming*, the predicate, being complex, of which *heard* is the basis, modified by *of his coming*, an abridged objective element of the third class, of which the preposition *of* is substituted for the connective, the subject is changed into the possessive form, *his*, and the verb is changed into the participial form, *coming*.

His is a personal pronoun, of the third person, singular number, masculine gender; it is construed as the subject of *coming*, and must therefore be in the possessive case, according to Rule XX: *The subject of a participle governed by a preposition must be in the possessive case.*

Coming is an intransitive verb, principal parts, *come, came, come*, of the strong conjugation; it is the present active participle, and refers to *his*, on which it depends, according to Rule XXII.

Ex. 2. *The rain having ceased, we departed.*

Parsing:—*Rain* is a common noun, of the third person, singular number, neuter gender, and is used absolutely with *having ceased*, and must therefore be in the nominative case, according to Rule XXIV: *A noun or pronoun used absolutely or independently must be in the nominative case.*

Having ceased is an intransitive verb, principal parts, *cease, ceased, ceased*, of the weak conjugation; it is the perfect active participle, and depends upon *rain*, to which it refers, according to Rule XXII.

Analyze and parse the following sentences:—

1. I am pleased to see you* knitting. [* Rule XXI.]
2. Pulling weeds is hard work.
3. I saw him standing on the corner.
4. Truth, crushed to earth, shall rise again.
5. We saw them approaching us.
6. I heard of your son's marrying.

PARTICIPIALS AFTER OTHER VERBS. § 414.

§§ 423-428.

What is an Inceptive verb?

An **Inceptive** verb expresses the beginning of an act and requires an infinitive to complete its meaning.

After the preterites of what verbs is the present infinitive or the present participle used?

1. *Aim, begin, command, consent, desire, design, endeavor, expect, hate, hope, intend, mean, offer, propose, purpose, seek, try, want, and wish.*

2. The preterites, *might, could, would, should, and ought*, if they relate to present or future time; but by the perfect-infinitive, if they relate to past time; as, *I ought TO GO (now); I ought TO HAVE GONE (yesterday); I could WRITE (now), if I WOULD; I could HAVE WRITTEN (yesterday), if I had wished to do so.*

3. *Remember*, when it means to call to mind something previously known, must be followed by the perfect infinitive; but if it refers to some future act, it should be followed by the present infinitive; as, *I remember TO HAVE SEEN him; I will remember TO CALL.*

4. *Recollect* is always followed by the perfect infinitive or the perfect participle; as, *I recollect HAVING SEEN him.*

Learn the following models of analysis and parsing:—

EX. 1. *He tries to learn.*

Analysis:—*He tries to learn* is a complex sentence, of which *he* is the subject, and *tries to learn* is the predicate, of which *tries* is the basis, modified by *to learn*, an abridged adverbial element of the third class, of which the connective and subject are omitted, and the verb changed into the infinitive form, *to learn*.

Parsing:—*Tries* is an Inceptive verb, principal parts, *try, tried, tried*, of the weak conjugation, &c.

To learn is a Transitive verb, principal parts, *learn, learned, learned*, of the weak conjugation; it is the present active infinitive, and refers to *he*, on which it depends, according to Rule XXII. (*Repeat the Rule.*)

Analyze and parse the following sentences:—

1. Remember to call on your return.
2. I remember having seen her several years ago.
3. He tried hard to excel his class-mates.
4. I purpose going to Europe in May.
5. He offered to take my son with him.
6. They designed surprising the enemy.

FALSE SYNTAX.

INCORRECT PLURALS. REVIEW PAGES 17 & 18.

What words ending in *man* form their plural by suffixing **s**?

Cayman, dragoman, desman, dolman, firman, German, hetman, leman, Mussulman, Norman, Ottoman, ottoman, talisman, toman, *and* Turcoman.

How are words ending in **ful** pluralized?

By suffixing *s* to *ful*; as, *Cupful, cupfuls; Handful, handfuls.*

What names of animals do not suffix **s** for the plural?

Deer, grouse, neat, salmon, sheep, swine, trout, *and* vermin.

What names of aggregations do not suffix **s** for the plural?

Baggage, brace, couple, dozen, fry, gross, head (*cattle*), pair, sail (*ships*), score, span, *and* yoke.

What words should never be used with a plural numeral?

Fish, kine, pease, *and* swine.

Correct the plural forms in the following sentences:—

1. Germen and Frenchmans are enemys.
2. He gave the Mussulmen two handful of cherrys.
3. He shot two dozens deers.
4. They bought six pairs of stockings and four braces of pistols.
5. You make your *ls* too high and your *hs* too straight.
6. Peas are more nutritious than beans.
7. Each pod contained five pease.
8. Rats and mouses infest barns.
9. All the ladys are heros.
10. Use two spoonsful of saleratus and three handful of flour.
11. Mind your *ps* and *qs*.
12. Dot your *is* and cross your *ts*.
13. He traded fifty sheeps for two yokes of oxes.
14. He is three scores years old.
15. He traded his monkies for geographys.
16. He must account for all monies received.
17. The rooves of the houses are covered with snow.
18. He sold twenty swine.
19. He sold geese-feathers and bought mice-traps.
20. They exchanged their woman-servants for man-servants.

USING THE WRONG NUMBER, GENDER OR CASE.

What rules relate to number, gender and case?

Rule IV and Rule IX.

When does a noun agree with a noun or pronoun in number, gender and case?

When it denotes the same thing as an Attributive or an Appositive.

When must the nominative case be used?

1. As the subject of a finite verb; as, *HE writes; I sleep.*
2. After a copulative verb; as, *WHO say ye that I am?*
3. In the absolute construction; as, *HE being there, they feared to proceed.*
4. Exclamatively; as, *What FOLLY! John!*

When must the possessive case be used?

When a noun or pronoun is placed before a noun to express something external to the object denoted by the limited noun.

When must the objective case be used?

1. As the complement of a verb or preposition.
2. As the subject of an infinitive or complementary participle.
3. The objective form *me* is used after the interjections *O!* *Oh!* and *Ah!* or the expression *Woe is; as, Ah! ME. Woe is ME.*

Correct the following sentences:—

1. Exercise yourselves as a Christian.
2. He appointed his wife executor.
3. His daughter Francis was graduated in June.
4. District Institutes are a lame thing.
5. Boys are a nuisance.
6. Mrs. Williard was an author.
7. Who did you see?
8. He bought \$10 worth of stationery.
9. He sells ladie's gloves and mens' shoes.
10. Webster and Worcester's Dictionary.
11. Whom do men say that I am?
12. Me and him are going to school.
13. The secret is between you and I.
14. It is me.
15. Ye only have I known.
16. John told he to go.
17. I am opposed to you going.
18. They being the most injured, he has reason to love.
19. He asked me who I saw.
20. It was him that did it.

USING THE WRONG FORM OF THE VERB.

How is the Preterite of verbs used ?

To express an act or state past and finished.

How is the Past Participle of verbs used ?

With the auxiliaries *be* and *have*.

What mistake is frequently made ?

Using the Present or the Past Participle for the Preterite.

What corrupt forms are frequently used ?

Ain't, don't, drowned, loadened, *and* proven.

What other mistake is frequently made ?

Making weak verbs of the strong verbs of Class I.

Correct the verbs in the following sentences :—

1. They begun to fight yesterday.
2. He has drank a glass of wine.
3. His mother forbid his going.
4. His father give him a dollar.
5. I knowed you was coming.
6. I seen him yesterday.
7. I have wrote a letter.
8. He run away.
9. John has took my hat.
10. I ain't going to come.
11. He don't want to go.
12. John outrun George.
13. Ain't you going ?
14. John done it.
15. I didn't know that you had went home.
16. He drunk too much water.
17. He laid in bed till breakfast was over.
18. He give me an apple.
19. He freezed his ears.
20. Two children were drowned this morning.
21. I am so sick that I can neither set nor lay.
22. They ain't beggars.
23. I seed him yesterday.
24. He asked me where I come from.
25. I might loss it.
26. He has proven it.
27. John won't leave him be.
28. Don't loss your pennies.

MISUSE OF AUXILIARIES.

- I. Do not use the verb *to be* with intransitive verbs, unless the condition or state expressed is a permanent one.
- II. Do not use *was* with *you*, or *don't* in the third person singular. *You was* and *He don't* should be *you were* and *He does not*.
- III. *Were* and *did* should not be used for *would be* and *should*. *It WERE strange, DID no one come*, should be *It WOULD BE strange, SHOULD no one come*.
- IV. When two or more auxiliaries are joined by *and* or *or*, and are not followed by the same part of the verb, either change the construction, or repeat the appropriate part after each auxiliary. *I am and always have taken pains* should be *I am taking pains and have always done so*.
- V. In declarative sentences, *shall* in the first person and *will* in the second and third, express an act or state as future. When inquiry or resolution is expressed, this order is reversed.
- VI. Do not use *can* to ask permission.
- VII. *Should* is used to express a future contingency.

Correct the auxiliaries in the following sentences:—

1. He always has, and now is a sober man.
2. I will be drowned; nobody shall help me.
3. It were odd, did peace ensue.
4. Shall you take tea and will I bring it to you?
5. I am resolved that I shall learn my lessons.
6. You promised that you should visit me.
7. The clock don't tick.
8. I was afraid I would lose it.
9. You hadn't ought to do this.
10. I hope that I will see him.
11. All shall receive their money, when the work will have been done.
12. Will we hear a good lecture?
13. If I do wrong, I will be punished.
14. I will receive a letter when the mail will arrive.
15. Perhaps you shall receive it
16. This dedication may serve for any book that has, is or shall be published.
17. Can I go home?
18. How often will I see you?
19. I would not be surprised to see him there.
20. He had better study.

USING THE WRONG MODE OR TENSE. § 366.

When must the Indicative mode be used?

When the act or state expressed is regarded as actual.

When must the Subjunctive mode be used?

When the act or state expressed is regarded as doubtful.

When must the Present tense be used?

To express what is habitual or always true.

When must the Present-Perfect tense be used?

To express an act or state as completed in present time.

When must the Past tense be used?

To express an act or state as past and finished.

What does the Present Subjunctive express?

A condition which may be realized; as, *If he go, he will be pleased.*

What does the Past Subjunctive express?

1. An unrealized supposition in present time; as, *If he WERE careful, he would succeed.*

2. A mere wish or conclusion, or a supposition without fact; as, *O that I WERE PREPARED to die!*

What does the Past Perfect Subjunctive express?

An unrealized supposition in past time; as, *If he HAD BEEN careful, he would have succeeded.*

What tenses follow each other in Complex sentences?

1. The Present, the Present-Perfect, and the Future

2. The Past and the Past-Perfect.

3. The Future and the Future-Perfect.

Correct the mode or tense of the verbs in the following sentences:—

1. The Lord hath given and the Lord hath taken away.
2. Have you been to Philadelphia yesterday?
3. He said that there was no God.
4. Ye will not come unto me that ye might have life.
5. If I was you, I would not go.
6. Though he slays me, yet will I trust in him.
7. If thou returnest in peace, the Lord hath not spoken by me.
8. I have been teaching school last year.
9. The doctor said that fever always produced thirst.
10. I have been at London a year, and seen the king last summer.
11. When you have arrived at St. Louis, he will meet you.
12. He studies that he might learn to speak the German language.

THE WRONG USE OF INFINITIVES AND PARTICIPLES. §§ 423-424.

How are Infinitives and Participles generally used?

To abridge the subordinate clauses of complex sentences.

What do the Present Infinitive and the Present Participle express?

They express an act or state as incomplete.

What do the Perfect Infinitive and the Perfect Participle express?

They express an act or state as completed.

When should the Present Infinitive or the Present Participle be used?

When they express an act or state which took place prior to the time expressed by the principal verb.

What verbs take the Present Infinitive or Present Participle after their Past tense?

Aim, begin, command, consent, desire, design, endeavor, expect, hate, hope, intend, mean, offer, propose, purpose, seek, strive, try, want, *and* wish.

By what is the verb *remember* followed?

The Present and the Past tenses are followed by the Perfect Infinitive or the Perfect Participle, and the Future tense, by the Present Infinitive or the Present Participle.

By what is the verb *recollect* followed?

By the Perfect Infinitive or the Perfect Participle.

Correct the participials in the following sentences:—

1. He intended to have gone home to-day.
2. He seemed to be drinking.
3. He was anxious to have done it.
4. I expected to have met you to-morrow.
5. I remember seeing him at Christmas
6. He meant to have done it.
7. He hoped to have found it.
8. They strove to have outflanked him.
9. I recollect seeing him in St. Louis.
10. I remember calling at his office.
11. He appeared to die from poison.
12. He intended to have written yesterday.

MISUSE OF ARTICLES. § 133. 1. § 136. 1.

When should the article *a* or *an* be omitted?

1. With a material noun; as, *The pen is GOLD.*
2. With a noun denoting office; as, *Grant is PRESIDENT.*
3. With a noun used in a comprehensive sense; as, *MAN is mortal.*
4. When the noun is modified by *each*, *every*, or *no*; as, *Half AN hour*; *EACH half hour.*
5. Before the second of two connected adjectives, which modify a singular noun; as, *A good and WISE man*, not *A good and A wise man.*

When should the article *the* be omitted?

1. With a plural noun used as subject, and not followed by a subsequent enumeration of particulars; as, *Common nouns are names of classes*, not, *THE Common nouns, &c.*
2. *The* should not be used for *a*; as, *The subject of A finite verb*, not *THE finite verb.*

When should the article *the* be used?

1. To show that a noun denotes a previously mentioned or well-known object; as, *THE hickory tree was blown down*; *THE man is dead.*
2. To contrast objects; as, *THE men are robust, but THE women are frail.*
3. When objects are subsequently enumerated; as, *The adjectives GOOD and RED.*

When should the article be repeated?

1. With adjectives referring to different objects; as, *A red and A white flag.*
2. With adjectives referring to the same object, but not connected; as, *THE faithful, THE patriotic, THE magnanimous Washington.*

Correct the following sentences :—

1. He walked a half a mile.
2. He is a learned and a liberal man.
3. He is a kind of a doctor.
4. A stream runs between the stone and brick house.
5. The silver is a metal.
6. Mary has a large and small slate.
7. Sing the three first stanzas.
8. The subject of the finite verb is in the nominative case.
9. They exiled the great, the good and the noble man.
10. He read a historical account.
11. Use the gargle every half an hour.
12. The deer was a half a mile off.

MISUSE OF ADJECTIVES.

What adjectives are used with singular nouns ?

A, an, each, every, this, that, one, *and* another.

What adjectives are used when two objects only are referred to ?

Either, neither, both, whichever, *and* whicheversoever.

What adjectives are used when three or more objects are referred to ?

One—another ; some—other ; one, none, whatever, whatsoever, *and* not.

REMARK.—The reciprocal pronoun *each other* refers to two persons ;—*one another*, refers to three or more. The preposition *between* refers to two objects ;—*among*, to three or more.

How is the pronoun *them* frequently misused ?

It is used for the demonstrative those ; as, *THEM books* for *THOSE books*.

When should an adjective be in the comparative degree ?

When two objects only are compared.

When should an adjective be in the superlative degree ?

When three or more objects are compared.

Where should the adjective be placed ?

1. Generally before the word denoting the object described ;
as, *A pair of NEW shoes*, not *A NEW pair of shoes*.
2. The ordinal numbers should precede the cardinal ; as,
The FIRST three verses, not *The three FIRST verses*.
3. *Else*, *enough*, and *adjectives* modified by other words, are usually placed after the noun which they modify ; as,
Some person ELSE did it ; He is a man GREAT in his own conceit ; He is a young man WORTHY of confidence.

What other mistake is sometimes made ?

A double comparative is used ; as, *He is MORE wiser*.

Correct the following sentences :—

1. Neither of the six men were identified.
2. Either of the four boys can write well.
3. Of my two boys, James is the oldest and largest.
4. One end is as thick as another.
5. Bring a fresh pitcher of water.
6. Divide them nuts between the four boys.
7. James and Charles love one another.
8. These kind of books is profitable.
9. He sold a valuable tract of land.
10. The three last mails brought me no letters.
11. Choose the least of the two evils.
12. I never heard a more truer saying.

MISUSE OF ADVERBS.

Where should the adverb be placed ?

1. Before the adjective or adverb which it modifies.
2. Generally after the verb in simple forms.
3. Between the auxiliary and the infinitive or participle ; but, if the longer word, at the end of the sentence.
4. *Only, merely, chiefly, at least* and *first* should be placed after the words which they modify

What adverbs are misapplied ?

1. Never is used for ever ; as, *Charm he NEVER so wisely.*
2. No is used for not ; as, *It is not certain whether he will come or NO.*
3. Good is used for well ; as, *My pen does not write GOOD.*
4. Two negatives in the same sentence ; as, *He did NOT pay NOTHING.*

What other mistakes are sometimes made ?

1. An adjective is sometimes used for an adverb ; as, *You do not speak CORRECT.*
2. Sometimes an adverb is erroneously placed between the infinitive and its sign (*to*) ; as, *You are to CAREFULLY write.*
3. An adverb is sometimes used where an adjective is required ; as, *He feels BADLY* for *He feels BAD* ; *George can do it QUICKER* (more quickly) *than John.*

Correct the following sentences:—

1. The speaker was exceeding prosy.
2. I never tell secrets.
3. Let the offence be of never so high a character.
4. This construction sounds rather harshly.
5. The bridge will be never completed.
6. I have enough cake.
7. He was scarce sensible of it.
8. Nobody never invented nothing so complete as this machine.
9. Velvet feels smoothly.
10. I have near finished this lesson.
11. Be careful to never violate the Sabbath.
12. I will not by no means be guilty of such conduct.

IMPROPER USE OF PREPOSITIONS.

What mistakes are made in the use of Prepositions?

1. They are improperly used; as, *If I had OF been there.*
2. They are improperly omitted; as, *It is worthy your care.*
3. They are improperly placed; as, *WHAT are you going FOR?*
4. The wrong preposition is used; as, *He is resolved OF going.*

What prepositions are improperly substituted for each other?

1. *Of* is improperly used for *on*, *in*, and *for*; as, *He is resolved OF doing as he pleases; I have difficulty OF writing; He has a taste OF literature.*
2. *To* is improperly used for *upon*, *of*, *for*, *against*, *with*, and *from*; as, *He bestowed favors TO his friends: A change TO the better; His prejudice TO your cause; In compliance TO your wishes; He was different then TO what he is now.*
3. *For* is improperly used for *of*; as, *There is no need FOR it.*
4. *With* and *after* are improperly used for *to*; as, *He was reconciled WITH his fate; He has regard AFTER his father's commands.*
5. *By* denotes the *instrument* with which a thing is done; *with* denotes the *accompanying* objects; as, *I was assisted BY my friend, WITH his two horses.*
6. *In* implies *rest*; *into*, *motion*; as, *He rushed INTO the fire and expired IN the flames.*
7. *To* is used after verbs of motion, *at* after the verb *to be* and the names of villages, foreign places, and houses in cities and towns, while *in* is used before the names of countries and large cities; as, *He went TO Europe, stopping AT Liverpool IN England.*

Correct the following sentences:—

1. He boards in the Fifth Avenue Hotel.
2. He was accused for betraying his master.
3. He confides on you.
4. Crossing the Alps is attended by many difficulties.
5. Divide the money among the two men.
6. I have little influence with him.
7. John and Henry differ from one another about the statement.
8. I have profited from your advice.
9. Pass in the room.
10. Few men can rise beyond personal prejudices
11. You are engaged with a great work.
12. Virtue and vice differ with each other.

IMPROPER USE OF CONJUNCTIONS.

What mistakes are made in regard to Conjunctions ?

1. Sometimes the wrong Conjunction is used.
2. Sometimes the wrong parts are connected.
3. Sometimes the Conjunction is improperly omitted.

When is the wrong Conjunction apt to be used ?

When one Conjunction corresponds to the other.

Mention the Conjunctions having correlatives.

1. *Same*—*as* ; as, *He is the SAME to-day AS yesterday.*
2. *Same* (noun)—*that* ; as, *He is the SAME man THAT you saw.*
3. *Such* (noun)—*as* ; as, *Would he say SUCH a thing AS that ?*
4. *As* (adjective)—*as* ; as, *He is AS old AS you are.*
5. *So* (verbal)—*as* ; as, *He is not SO learned AS you are.*
6. *Both*—*and* ; as, *He is BOTH rich AND honest.*
7. *Whether*—*or* ; as, *WHETHER he goes OR stays is immaterial.*
8. *Neither*—*nor* ; as, *NEITHER you NOR I can understand it.*
9. *No other*—*than* ; as, *It was NO OTHER THAN John.*
10. *Though*—*yet, nevertheless* ; as, *THOUGH he was rich, YET he became poor.*
11. *Not only, not merely*—*but, but also, but even.*
12. (Comparatives)—*than, as, because.*

What other errors are made ?

1. *SUCH*, which expresses quality, is improperly used for *so*, which expresses degree ; as, *I never saw SUCH a great coward.*
2. *But* and *lest* are improperly used for *that* ; as, *I cannot doubt BUT (that) he is angry ; I feared LEST (that) I should be late.*
3. *But* is improperly used for *than* ; as, *This is none other BUT (than) the house of God.*
4. *If* is used for *whether* ; as, *He asked if (whether) you came.*

What words are sometimes improperly connected ?

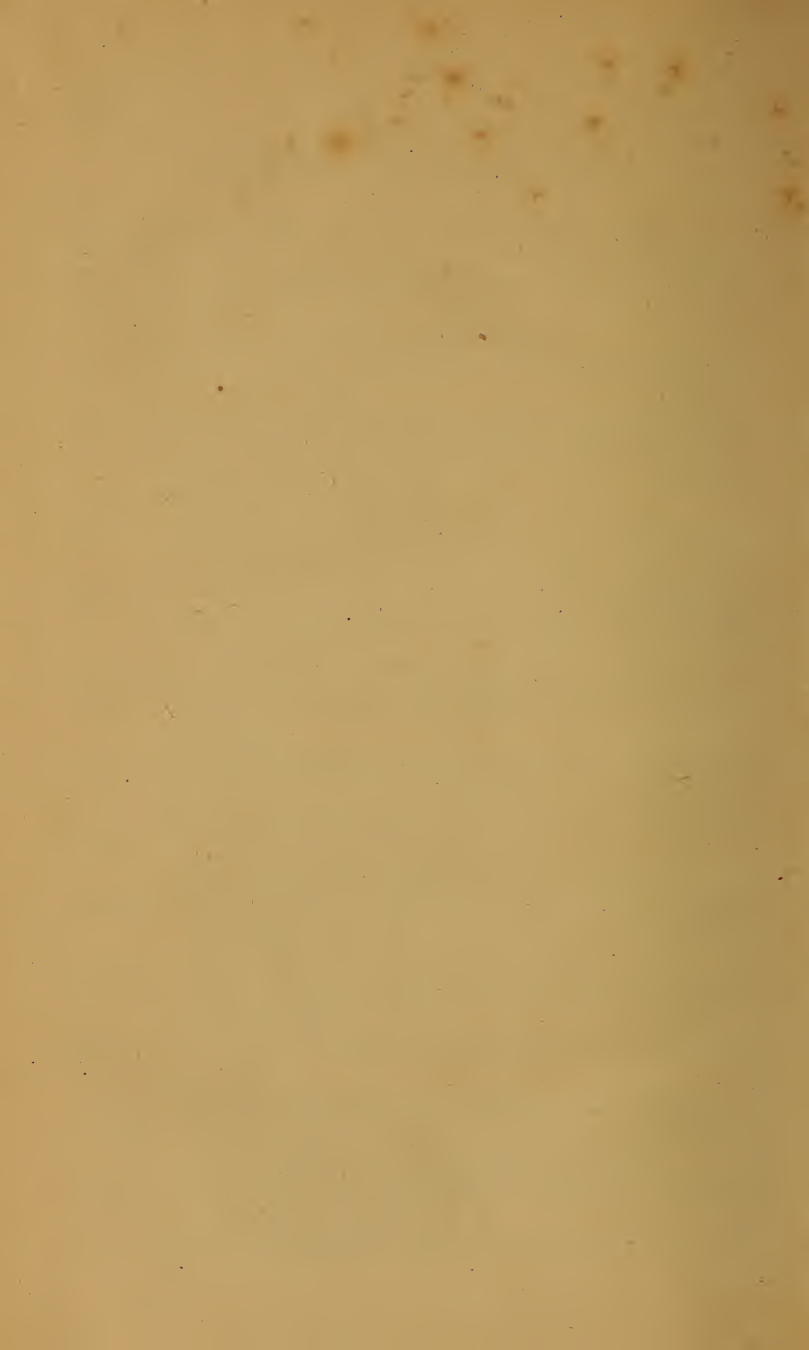
1. Different cases of nouns and pronouns ; as, *It pleased my FRIEND and I (ME).*
2. A participial and a finite verb ; as, *We saw them ENTERING the gates and COVER (covering) the square.*

Correct the following sentences :—

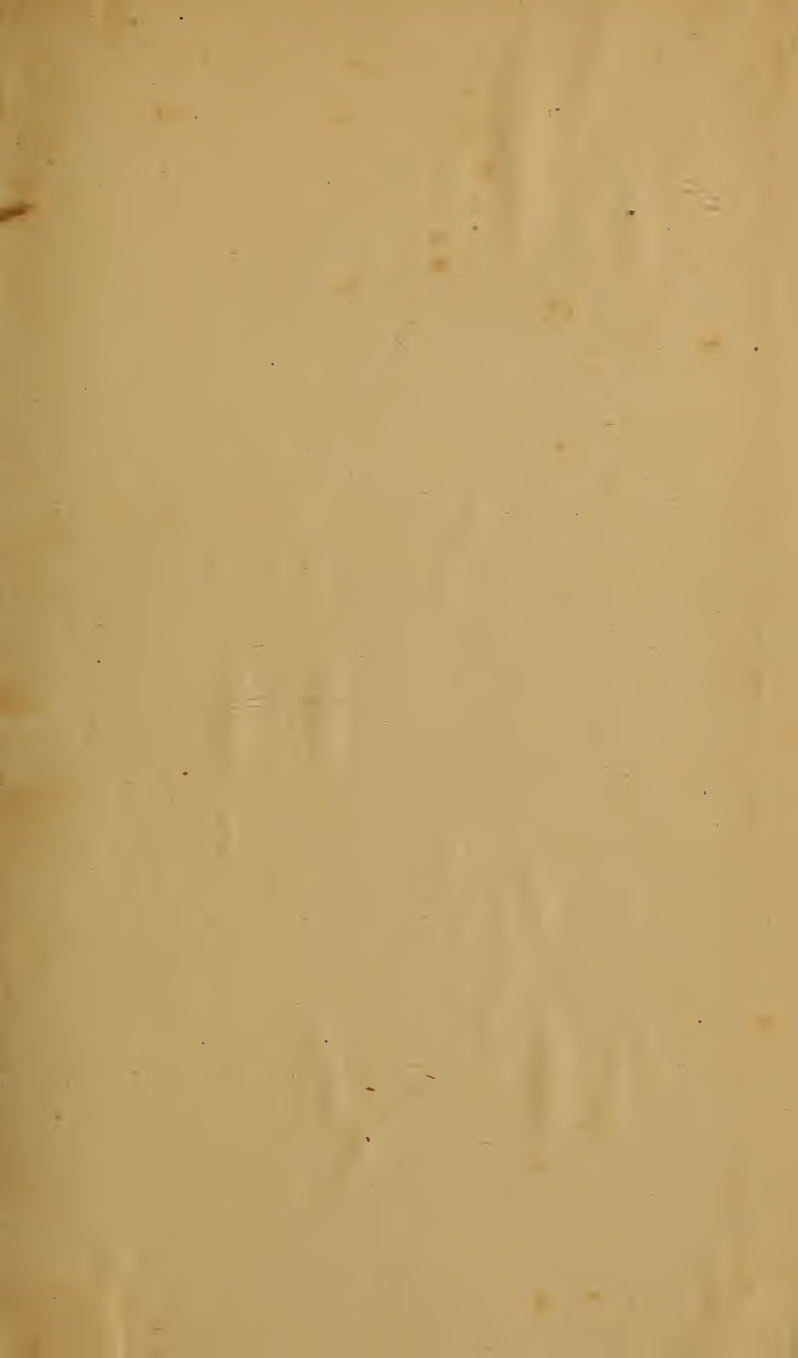
1. Competition is excellent, and the vital principle.
2. We find no more but what is mentioned.
3. I doubt not but he will yet appear guilty.
4. He is neither very lively or forcible.
5. He asked me if I understood it.
6. He is not equally diligent as his brother.
7. Be ready to succor such persons who need assistance.
8. He was a man of taste and possessing a great mind.
9. The secret is between you and I.
10. I would rather spend my time reading as working.
11. Nothing is so difficult which he cannot control.
12. He would not do it himself or let me do it.

RULES OF SYNTAX.

- I.** The subject of a finite verb must be in the nominative case
- II.** The finite verb must agree with its subject in person and number.
- III.** The pronoun must be in the same number, gender and case as the name of the object which it represents.
- IV.** The attributive noun agrees in number, gender and case, with the noun or pronoun denoting the same object.
- V.** The adjective must be construed with the word representing the object to which it refers.
- VI.** A noun or pronoun indicating the possession of an indefinite or previously mentioned object, takes the possessive form.
- VII.** A noun or pronoun placed before a noun to limit its application, must be in the possessive case.
- VIII.** The complement of a verb must be in the objective case.
- IX.** A noun placed after a noun or pronoun to limit its application, must be in the same number, gender and case.
- X.** The adverb must be construed with the word which it modifies.
- XI.** The quantitative complement is put in the objective case generally without a governing word.
- XII.** A preposition connects words representing related things.
- XIII.** The complement of a preposition must be in the objective case.
- XIV.** A substantive connective introduces the clause of which it forms a part.
- XV.** A subordinate connective joins the clause of which it forms a part to the word which the clause modifies.
- XVI.** Co-ordinate conjunctions join similar clauses and elements of the same nature, class and construction.
- XVII.** A verb having a compound subject agrees in person with the most worthy, and in number according to signification.
- XVIII.** A pronoun having a compound antecedent agrees in person and gender with the most worthy, and in number according to signification.
- XIX.** The subject of an infinitive must be in the objective case.
- XX.** The subject of a participle governed by a preposition must be in the possessive case.
- XXI.** The subject of a complementary participle must be in the objective case.
- XXII.** An infinitive or participle used to abridge a clause, depends on the word denoting the object of which it asserts an act or state.
- XXIII.** A verb referring to the quality or condition of the object denoted by its subject, is modified by an adjective.
- XXIV.** A noun or pronoun used absolutely or independently, must be in the nominative case.
- XXV.** Particles and independent elements have no grammatical relation to other words.

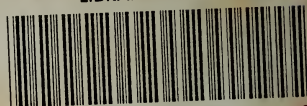






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